SHS Lite – User Guide

A guide to using the Scottish Household Survey simplified dataset

SCC Training Services

Scottish **Household Survey**

Version	1.0

Table of Contents

1. Introduction

The Scottish Household Survey (SHS) is a major survey of the people of Scotland. It was first conducted in 1999, on behalf of the Scottish Executive, and has been conducted on a continual basis since. It provides information on the composition, characteristics and behaviour of Scottish households, both nationally and at local authority level. Complete annual datasets are available to the general public from the UK Data Archive.

To stimulate the use of SHS data, particularly amongst local authorities, voluntary organisations and academia, the Scottish Executive has developed a simplified SHS dataset, or *SHS Lite* with 1,300 variables removed to provide a cut-down version. It is formatted in SPSS to provide all the necessary statistical functions for useful analysis in a form that is easy to navigate.

The aim of this training material is to provide potential users and other interested parties with self-directed study of the equivalent of a full-day course. It is supplemented by the SHS Lite data files, a copy of the shortened questionnaire, a Microsoft Access variable database, and an index of variable names. It is aimed at those who already have a basic working knowledge of SPSS. In broad terms, it includes an introduction to the structure of the simplified dataset and guidance on how to undertake basic analysis through easy-to-follow illustrative examples.

This report has been overseen by the Scottish Household Survey Dataset Working Group and developed by Connie Glass of SCC and Steven Hope of MORI Scotland. I would like to extend my thanks to the team, and to Connie and Steven for their contributions to this guide.

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2. What's in the Box

2.1 SHS Lite Dataset

The SHS Lite dataset is a simplified version of the full survey data collected by the Scottish Household Survey. The full survey data is both larger and more complex, containing around 30,000 cases for each two-year sweep of the survey with each case having approximately 2,000 variables.

The Scottish Executive decided to commission a simplified data file, which would allow users to undertake most forms of analysis using a substantially smaller data file.

The main features of the SHS Lite data are:

- The number of variables has been reduced from 1,825 to 573.
- Complex data loops have been removed and the original variables have been summarised in new variables.
- The variables have been organised into 'sets' of related variables. These sets can be used to further simplify accessing variables through SPSS dialog boxes.

Some aspects of the data have not changed. For example:

- The number of cases remains over 30,000. With fewer variables however, running analysis will be faster on most computers.
- The structure of the data continues to have questions that relate to both sections of the questionnaire: to the household and to an adult randomly selected within that household.
- The data still needs to be weighted before the results can be considered representative of the household or adult populations.
- The variable names are still linked to the Computer Aided Personal Interviewing (CAPI) script used to collect the data. The questionnaire will remain an important reference source for identifying and understanding the variables in the data.

❗Note　**If you have opened the SHS dataset file from the CD, you will not be able to save any changes you have made back to the CD. You can however save a copy of this file to a suitable location on your own computer. This means, you can save your own changes but should you make a mistake, the original file can be copied again from the CD.**

2.2 Documents

Alongside the *SHS Lite* data file are a number of documents that provide important information about the survey, how the data are collected and what individual variables represent. These are provided on the CD. The main documents are:

2.2.1 Short SHS Questionnaire.pdf

This version of the questionnaire contains all the questions asked in the survey (except for the travel diary sections that are not included in the *SHS Lite* datasets). This allows the simplified data file to be seen in the context of the full survey and indicates where questions are asked of a subset of the sample. Abbreviated questionnaires are included for 1999/2000 and 2001/2002.

To assist useability, the routing in the questionnaire has been somewhat simplified from the CAPI programme used to conduct the survey.

2.2.2 SHS Lite Variable Listing.pdf

This file contains a list of all the variables in the SHS Lite file. It shows:

- which analysis 'set' each variable has been assigned to
- the name of each variable
- a descriptive label for each variable
- whether the variable is original – if it refers directly to a question in the questionnaire – or if it has been derived from other questions
- who the variable relates to – the household, the random adult, the random schoolchild
- which weight to use when analysing that variable

Analysis sets and weighting are discussed further in Chapter Four.

2.2.3 Other SHS documents

For further reference, a number of additional documents have been included on the CD.

- The 1999/2000 and 2001/2002 SHS Annual Reports. These provide analysis of the SHS results as well as background information and a glossary of terminology used in the survey.
- The 1999/2000 and 2001/2002 SHS Technical Reports. These contain detailed methodological information on the SHS as well as information about response rates and comparisons of SHS data and other data sources.

2.3   Variable database

This Microsoft Access database contains more detailed information on the variables. It covers both the SHS Lite data file and the full survey data file. This database allows users to search for keywords and displays a list of related variables.

2.4   Limitations of the data

There are a number of important issues that users should be aware of when using the SHS Lite data.

Like all sample surveys, the SHS can only produce estimates and these estimates are limited by a number of factors such as:

- Sampling variability – all samples can differ from the population by chance. This is often referred to as sampling error (see Section 5.1 on page 23).

- The number of cases that analysis is based on – estimates based on large samples are more accurate than those based on small samples.

- Bias in the sample – if a sample under-represents sections of the population or if a large proportion of people do not answer some questions, the estimates may differ substantially from the population for reasons that are not a result of chance. For example, in 1999/2000, 54% of adults interviewed were female but the true figure in the population is only 51%. This is an example of bias caused by young males, in particular, being difficult to contact or refusing to take part in the survey.

The SHS is limited in the amount of detail it can collect about some topics and often cannot collect data to the standards of official statistics. This applies to measures such as:

- Economic status – the variables containing the economic status of the highest income householder, the random adult etc. are based on self-reported questions and do not conform to official definitions of employment/unemployment. While these variables can be used to look at how responses vary between people with different economic classifications, the SHS cannot provide estimates of unemployment that are comparable to official estimates.

- Household income – the SHS collects income data from or about the highest income householder and, where there is one, their spouse. This is not the same as estimates from the Family Resources Survey. The SHS does not, therefore, provide comparable estimates of household income.

Although the SHS has a large sample that covers the whole of Scotland, it has some geographical limitations because of the sample sizes in small local authorities and because it is designed to be representative only at national and local authority level. This means:

- Users need to be mindful of the sampling errors for analysis and especially when this is based on breakdowns within a single local authority
- It is not appropriate to undertake geographical analysis below local authority level since the sampling techniques used in some local authorities cannot guarantee representativeness.

3. Reading the Data

3.1 Opening SHS Lite

- Within SPSS, select **File**, **Open**, **Data…** from the menu bar or click [folder icon] on the toolbar

- Choose the location of the file and select the relevant dataset file

Figure 1 - Open File dialog box

- Choose [Open]
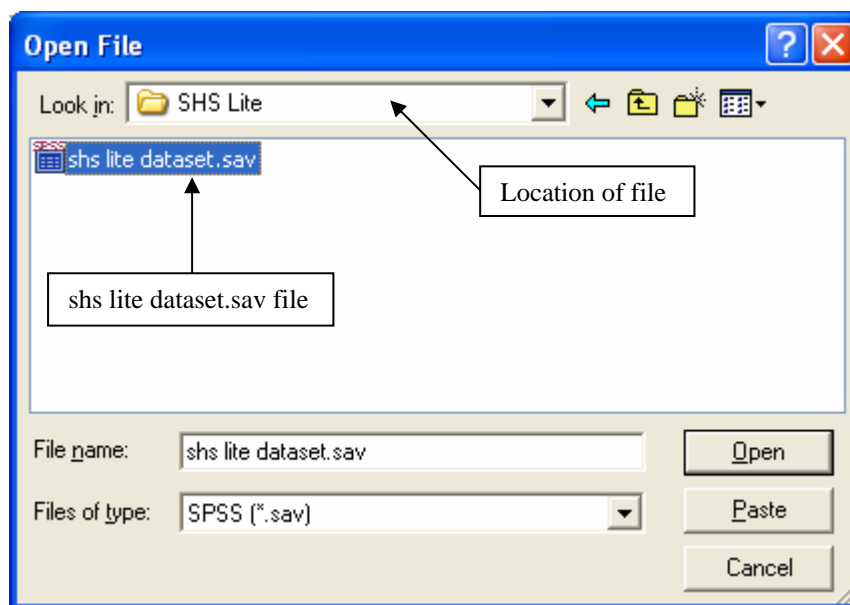
! **Note**   **The names of the datasets included on the CD may vary from the one displayed above.**

3.2 Viewing the Dataset

There are two ways to view the information contained in the SHS Lite dataset: Data View and Variable View.

- Data View displays each household questioned as a separate row and each questionnaire item as a separate column (see Figure 2 on page 9).

- Variable View displays each questionnaire item as a separate row and each variable attribute as a separate column (see Figure 4 on page 10).

3.2.1 Switching Between Views

You can switch from one view to the other by choosing one of the following methods:

- Clicking ◄ ► \Data View ⟨ Variable View ⟩ at the bottom left of the screen
- Selecting **View**, **Variables** or **Data** from the menu bar
- Pressing **[Ctrl+T]** on the keyboard

3.2.2 Viewing Value Labels

Initially the SHS Lite dataset will be displayed as values in Data View. It can be easier to understand this data if you display its value labels. This feature can be turned on or off by choosing one of the following methods:

- Selecting **View**, **Value Labels** from the menu bar
- Clicking 🔲 on the toolbar

! Note   **Figure 2 displays the SHS Lite Values. Figure 3 displays Value Labels. For example, compare the la column in each Figure.**

3.2.3 Data View

Many of the features in this view are similar to those of a spreadsheet, however:

- Rows are cases. For example, each household questioned is a separate case.
- Columns are variables. For example, each item on a questionnaire is a variable.
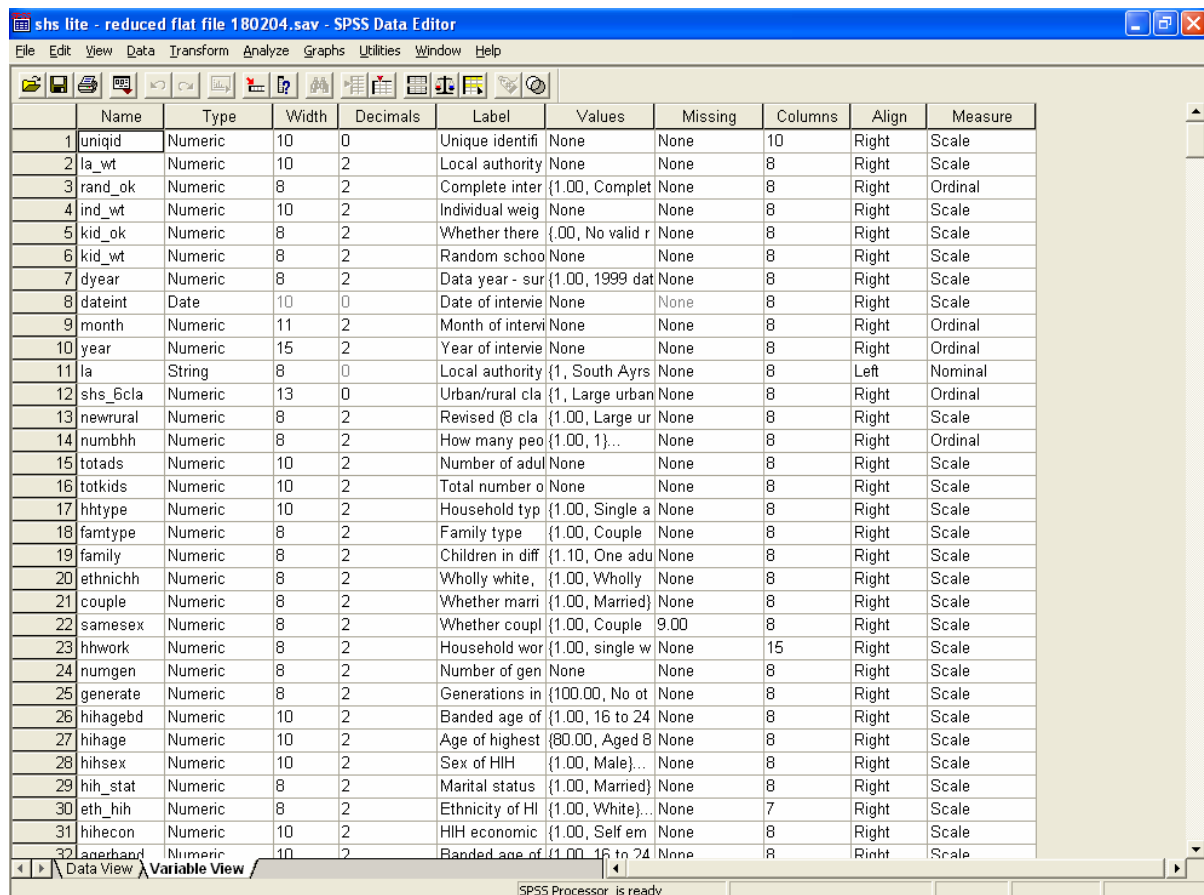
! Note   **If you position the mouse over a variable name, a more descriptive variable label is displayed if one has been defined (see Figure 2 for illustrative boxes).**

Figure 2- Data View displaying Values

Figure 3 - Data View displaying Value Labels

3.2.4　Variable View

This view contains descriptions of the attributes of each variable in `SHS Lite`. In this view:

- Rows are variables
- Columns are variable attributes

Figure 4 - Variable View

3.3   Saving the Dataset File

You can save the changes you have made to the `SHS Lite` dataset file in a location of your choice. However, it is not advisable to save changes made to the actual data in case mistakes have been made. This could result in future analysis showing the wrong information. The original version of the dataset will always be available on the CD.

Methods of saving

- Clicking on the toolbar which will update the changes to the current file
- Choosing **File**, **Save As...** from the menu bar and specifying a different location for the data file

! Note   **Once you have done some analysis, you will probably want to save Output windows. This is discussed further in Section 7.3 on page 45.**

4.   Variables and Weights

4.1   Variable Naming

Most of the variables in the dataset are derived directly from the answer given to a question in the questionnaire. In many cases, the variable name will be the same as the question number.

Example variables

- HA2 – Highest income householder
- HC4 – Number of bedrooms
- HD8 – Number of motor vehicles
- RA1 – How long lived at current address

Looping Questions

Some variables are asked of all household members, creating up to ten responses for each household from the same question. The variable names for these 'looped' questions have a common root based on the question number plus an additional number to indicate the household member referred to. For example, question HA5 asks the age of up to 10 household members – the resulting variables are therefore named HA5_1 to HA5_10.

Examples of 'looped' variables

- HA7_1 to HA7_10 – Economic status
- HA9_1 to HA9_10 – Ethnic origin

Some questions allow the respondent to select a number of responses that reflect their views. For example, question RB2 asks respondents to say what it is about their area that they like. There are 15 variables recording these options, with Yes/No responses for each case. These types of multiple response variables are named by taking the root from the question name (RB2) and adding letters to indicate each response option (in this case a-o). The variables are therefore named RB2a to RB2o.

4.2   Viewing Variable Information

A Variables dialog box is available that displays definition information for the currently selected variable (see Figure 5 on page 14). This includes data format, variable label, user missing values and value labels.

Viewing Variable Information

- Select **Utilities**, **Variables...** from the menu bar or click
- Select the desired variable from the variable list on the left

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Figure 5 - The Variables dialog box

Variable List showing Variable Names
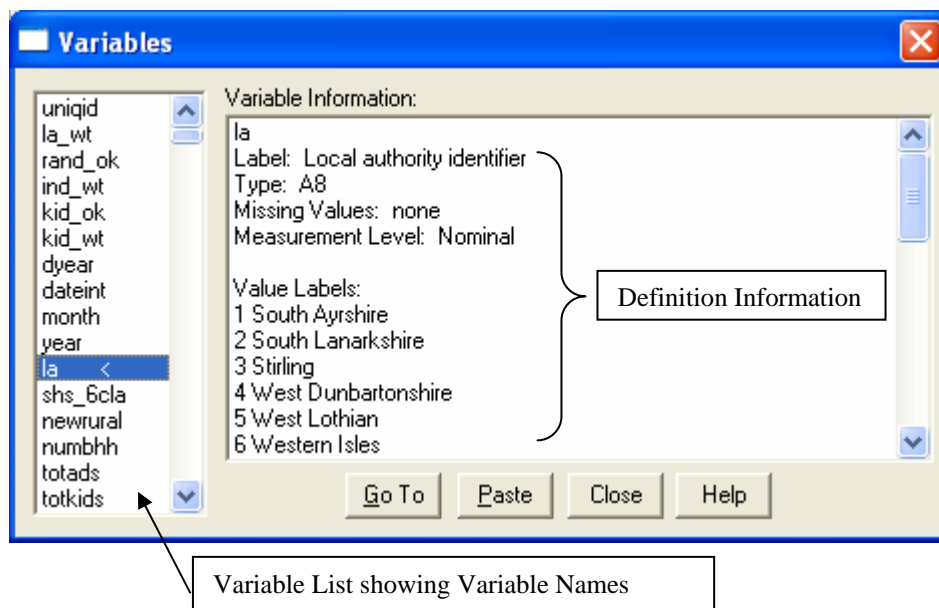
! Note   **While in *Data View*, you can use this dialog box to quickly navigate to one of the variables by selecting it in the variable list and clicking the ⟨Go To⟩ button.**

4.3   Display Variable Names in Dialog Boxes

By default, SPSS displays Variable Labels in dialog boxes instead of Variable Names (see Figure 7 and Figure 8 on page 15). You may want to change this setting because it can be much easier to select the variable by viewing the name rather than its lengthy label. To change this, you need to set the options in SPSS as follows:

- Select **Edit**, **Options...** from the menu bar (see Figure 6)
- Choose the *General* tab
- Within *Variable Lists*, select the *Display Names* option
- Click ⟨OK⟩
- Click ⟨OK⟩ again to accept these changes

Figure 6 - The Options dialog box

General Tab

Variable Lists options
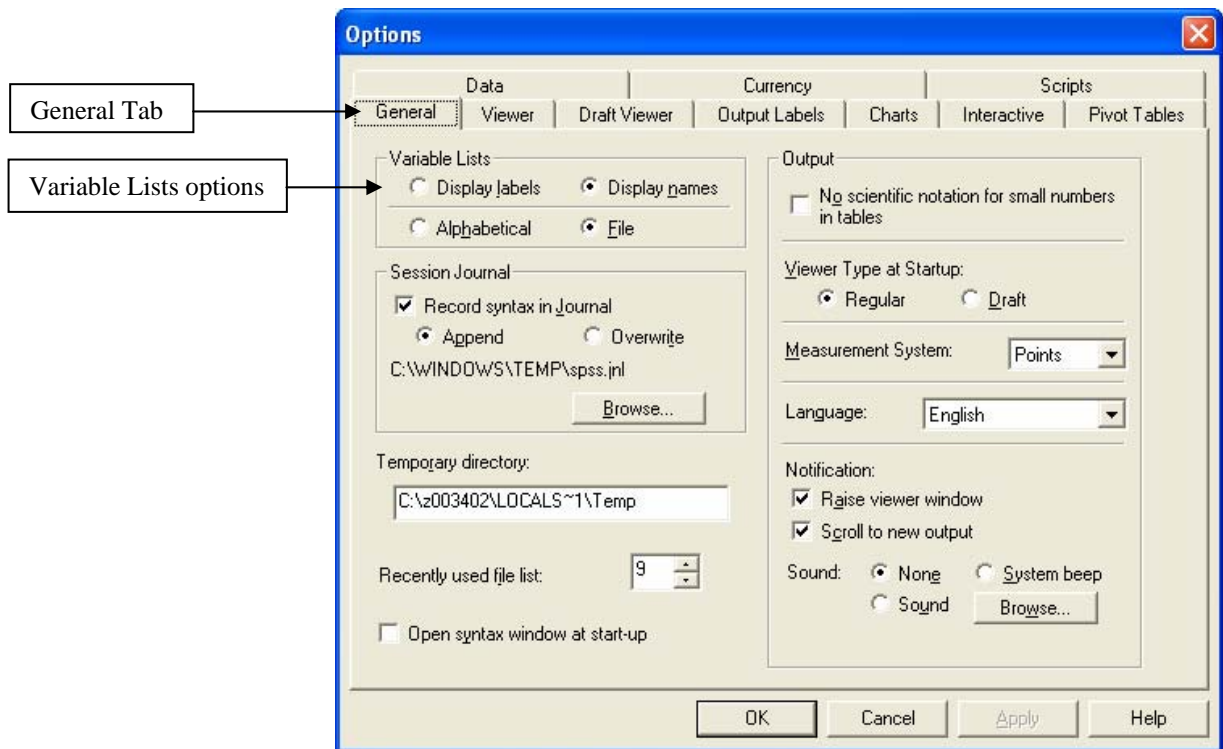
Figure 7 - Frequencies dialog box showing Labels
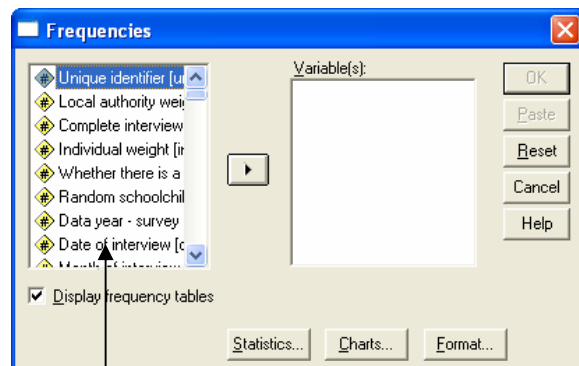
Variable Labels

Figure 8 - Frequencies dialog box showing Names
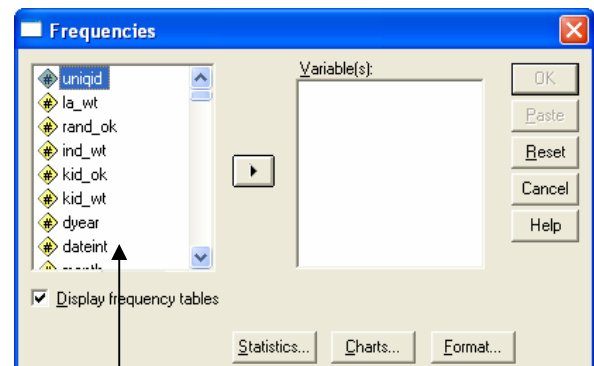
Variable Names

4.4 Variable Sets

4.4.1 Using Sets

Using Sets restricts the variables displayed in dialog boxes to the selected sets that you have chosen. Small variable sets make it easier to find and select the variables for your analysis and can also enhance performance. A full list of variables grouped together by analysis set can be found within the file named `SHS Lite Variable Listing.pdf` on the accompanying CD.

Using sets

- Select **Utilities**, **Use Sets...** from the menu bar or click on the toolbar

- Select the current sets in use and remove them by clicking

- Select the sets that you would like to use and add them by clicking

- Click

Figure 9 - Selected sets to be removed   Figure 10 - Selected sets to be added
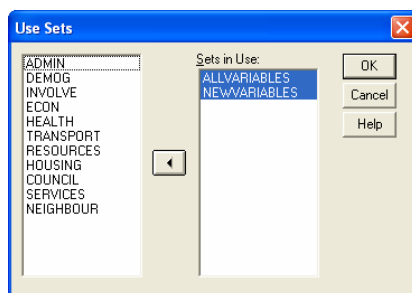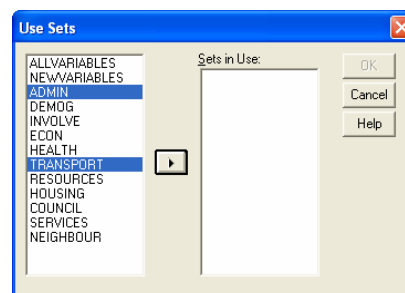
! Note	You will always require the `ADMIN` **set because it contains the weighting variables.**
! Note	Each time you close the `SHS Lite` **dataset, the variable sets will return to** `ALLVARIABLES` **and** `NEWVARIABLES`**.**
! Note	**To select consecutive sets, click the first set, press and hold down the [Shift] key on the keyboard, and then click the last item. To select non-consecutive sets, click the first set, press and hold down the [Ctrl] key on the keyboard, and then click each additional set.**

4.4.2 Defining Sets

It is possible to create further subsets of variables. This can be very useful when analysing because you will only see the variables contained in currently selected sets within dialog boxes such as frequencies. Set names can be up to 12 characters long and can include spaces. Any combination of numeric and string variables can be included in a set and any variable can belong to multiple sets.

Defining variable sets
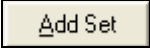
- Select **Utilities**, **Define Sets...** from the menu bar

- Select the variables you would like to add and click [▶]

- Type a name for the new set and click [Add Set]

- Click [Close]

Figure 11 - Selected variables to be added to the new set
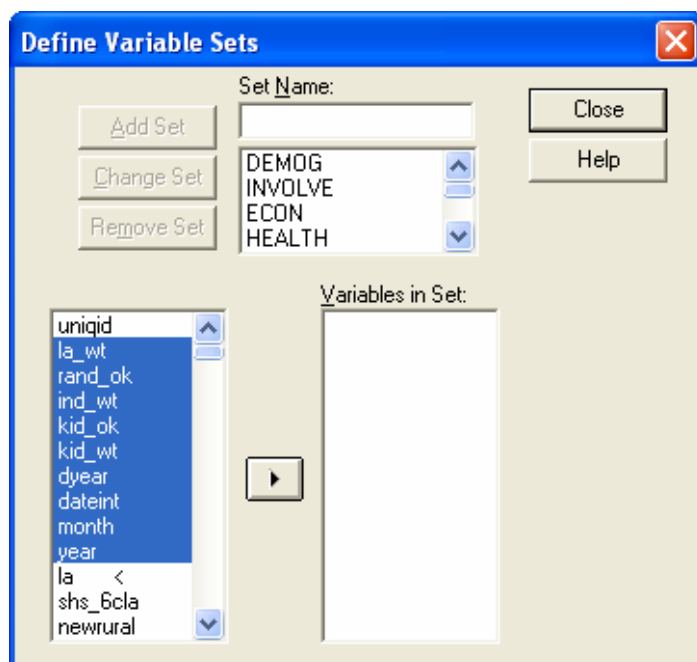
! **Note** The [Add Set] button will only become available once you have typed a name for the new set.

4.5   Variable Recoding

You can recode variables into new variables. This will make it possible for you to reassign the values of an existing variable to a new variable. For example, you could group household ages into a new variable containing age range values. An illustrative example of how to do this is given in Section 8.7 on page 62. For easy reference however, the basic steps that you would need to take are listed below.

Recode values of a variable into a new variable

- Select **Transform**, **Recode**, **Into Different Variables...** from the menu bar
- Select the variable you want to recode (e.g. randage) and click [▸]

! Note   **You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type _r_ twice to select the _randage_ variable.**
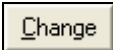
- Enter a name for the output variable (e.g. randage2)
- Enter an optional label for the output variable (e.g. Age ranges of random adult)
- Click [Change]

Figure 12 – Recode into different variables after performing the steps listed above
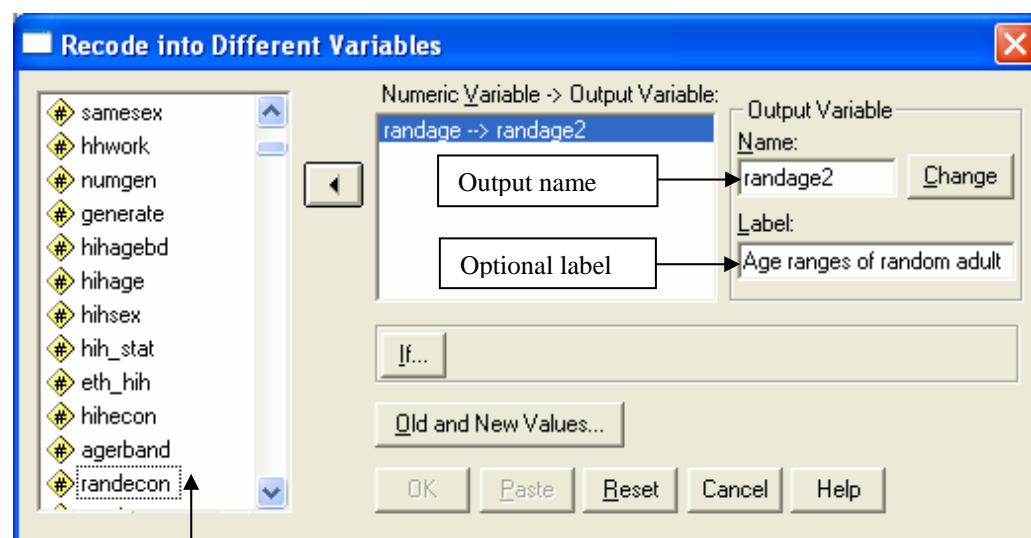
Click [Old and New Values...] to recode the values

- Specify the Old Value or Range of values
- Specify the New Value and click [Add]

- Repeat these steps for all values or value ranges to be recoded

- Click [Continue]

- Click [OK]

Figure 13 - Old and New Values showing 2 ranges added as new values 1 and 2
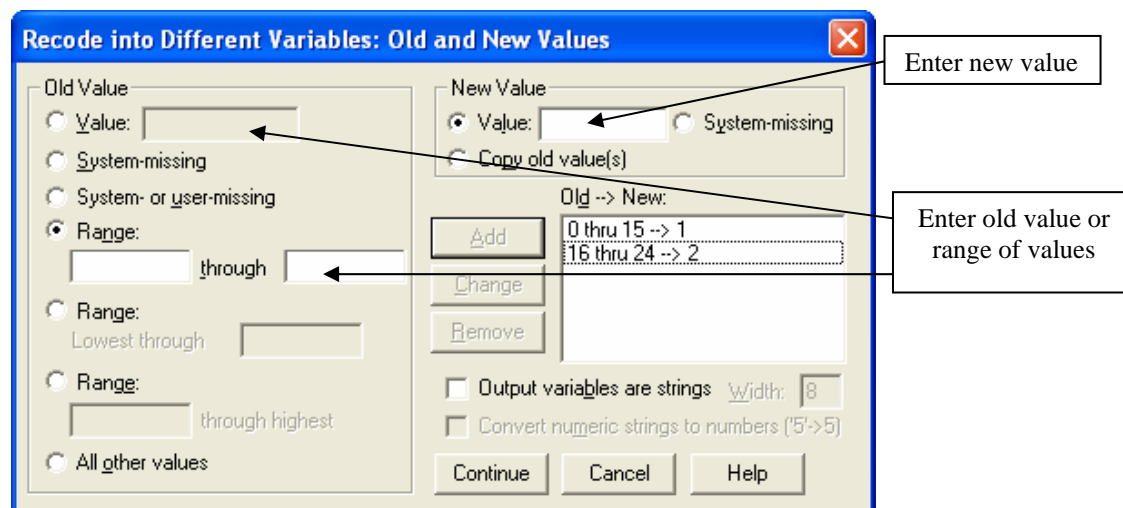
! **Note**   **The new variable will be displayed at the end of the dataset.**

4.6   Defining Value Labels

Value labels provide us with a useful description for each of the variable's values. For example, if you have recoded a variable, this will allow you to give meaningful labels to the new values.   Figure 14 (below) shows some sample Value Labels. These labels can be used to view the information in Data View (see Section 3.2.2 on page 8).

Define Value Labels

- Select the Variable View tab [◄ ► \ Data View \ Variable View /]
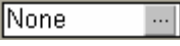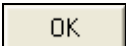
- Select the values cell [None ...] for the variable you want to modify

- Click [...] to open the Value Labels dialog box

- Enter the Value

- Enter the Value Label

- Click [Add]

- Repeat these steps for the remaining values

- Click [OK]

Figure 14 - Value Labels showing labels added for values 1 and 2
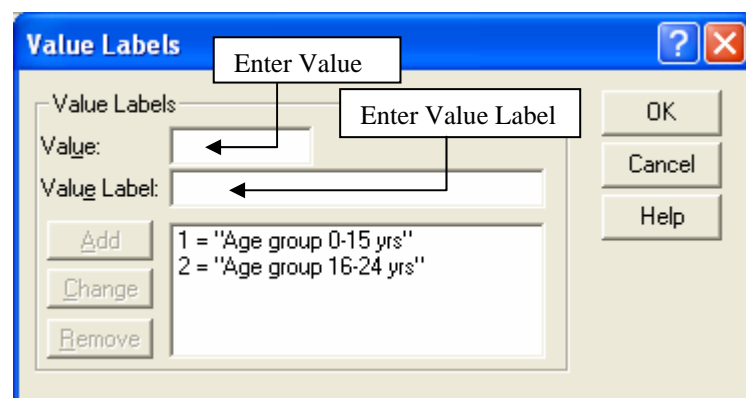
4.7   Weights

Although the SHS covers all local authorities, the sample does not represent each authority in proportion to the population distribution between authorities: small authorities are over-sampled to allow analysis of individual local authorities after two years. This means they have more interviews than a proportionate allocation would give them. This is compensated by the fact that some local authorities – the larger ones – are under-sampled. When the data for the whole of Scotland is analysed or comparisons are made between two or more authorities, the data need to be weighted to ensure that each local authority represents the correct proportion of the population.

Similarly, the random adult data need to be weighted both to correctly represent local authorities and to account for the fact that adults in large households have less chance of being sampled than adults in smaller households. Random adult data always need to be weighted.

The correct weight to be used with each of the variables can be found within the file named SHS Lite Variable Listing.pdf on the accompanying CD. Where there is no random adult or random child data, the value of the weight will be zero.

LA_WT   This is the weight that adjusts for differences in sampling fractions and response rates between local authorities. This should be used when analysing household, household member or vehicle variables. This includes all variables beginning with H (except those from HE6 to HE17) and derived household variables about the household, the highest income householder (HIH) or the spouse of the HIH.

IND_WT   This contains the individual weight to be used when analysing the Random Adult data. This includes all variables beginning with R and the derived random adult variables.

KID_WT   This contains the individual weight to be used when analysing the Random Schoolchild data (variables from questions HE6 to HE17 and the derived random schoolchild variables).

The weighting is straightforward when the variables being analysed all need the same weight. In cases where you want to mix household and random adult data, the weight needs to be IND_WT. For example tenure is a household variable and travel to work is a random adult variable. A table of tenure by travel to work would be weighted by IND_WT because tenure is being used as a characteristic of the random adult. The rules to adopt are:

- Household variables – use LA_WT
- Random adult variables – use IND_WT
- Combination of household and random adult variables – use IND_WT
- Combination of household and random schoolchild variables – use KID_WT

! Note   **You can only choose 1 weight. IND_WT and KID_WT both incorporate LA_WT.**

! Note   **For more information on weighting see the SHS Technical Report on the CD.**

Weighting Data

- Select **Data**, **Weight Cases...** from the menu bar or click ⚖ on the toolbar
- Click the *Weight cases by* option
- Select the frequency variable and click ▶
- Click OK

Figure 15 - Weight cases showing LA_WT as the Frequency Variable

Frequency variables

Weight cases by option
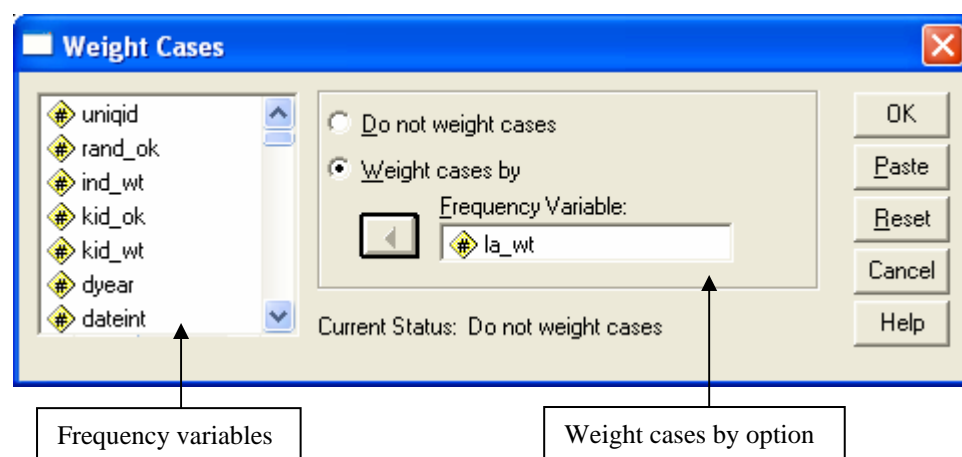
! Note   **The Status bar at the bottom of the screen indicates that a weight has been applied.**

SPSS Processor is ready   Weight On
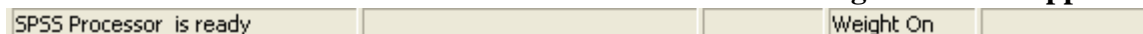
! Note   **Once you apply a weight variable, it remains in effect until you select another weight variable or turn off weighting. If you save a weighted data file, weighting information is saved with the data file. You can turn off weighting at any time, even after the file has been saved in weighted form.**

5.   Confidence Intervals and Statistical Significance

5.1   The Representativeness of the Scottish Household Survey

Although the SHS sample is chosen at random, the people who take part in the survey will not necessarily be a representative cross-section of the population. Like all sample surveys the results of the SHS are estimates of the corresponding figures for the whole population and these results might vary from the true values in the population for three main reasons.

- The sample source does not completely cover the population because accommodation in hospitals, prisons, military bases, larger student halls etc. are excluded from the sampling frame. The SHS provides a sample of *private* households rather than all households. The effect of this on the representativeness of the data is not known.

- Some people refuse to take part in the survey and some cannot be contacted by interviewers. If these people are systematically different from the people who are interviewed, this represents a potential source of bias in the data. Comparison of the SHS data with other sources suggests that for the survey as a whole, bias due to non-response is small (see Section 2.4 on page 5).

- Samples always have some natural variability because of the random selection of households and people within households. In some areas where the sample is clustered, the selection of sampling points adds to this variability.

Each of these sources of variability becomes much more important when small sub-samples of the population are examined. For example, a sub-sample with only 100 households might have had very different results if the sampling had by chance selected four or five more households with children.

5.2   Confidence Intervals

The likely extent of sampling variability can be quantified by calculating the 'standard error' associated with an estimate produced from a random sample. Statistical sampling theory states that, on average:

- Only about one sample in three would produce an estimate that differed from the (unknown) true value by more than one standard error.
- Only about one sample in twenty would produce an estimate that differed from the true value by more than two standard errors.
- Only about one sample in 400 would produce an estimate that differed from the true value by more than three standard errors.
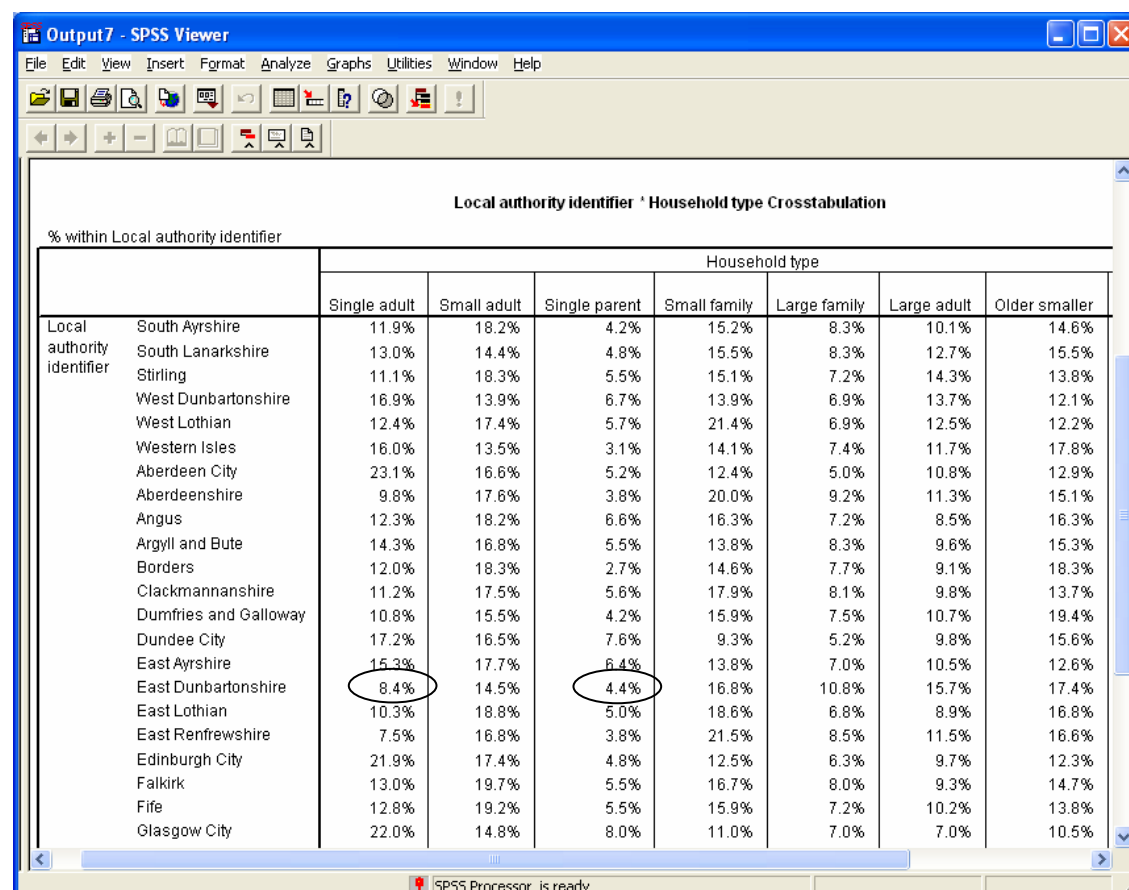
By convention, the '95% confidence interval' is defined as the estimate plus or minus about twice the standard error because there is only a 5% chance (on average) that a sample would produce an estimate that differs from the true value of that quantity by more than this amount.

There is no simple "rule of thumb" for the size of standard errors. The standard error of the estimate of a percentage depends upon several things:

- The value of the percentage itself.

- The size of the sample (or sub-sample) from which it was calculated (i.e. the number of sample cases corresponding to 100%).

- The sampling fraction (i.e. the fraction of the relevant population that is included in the sample).

- The 'design effect' associated with the way in which the sample was selected (for example, a clustered random sample would be expected to have larger standard errors than a simple random sample of the same size).

The Estimated Sampling Error table (see page 27) shows the 95% confidence limits for a range of estimates calculated for a range of sample sizes. To estimate the potential variability for an estimate for the survey you should read along the row with the value closest to the estimate until you reach the column for the value closest to the sub-sample. This gives a value which, when added and subtracted from the estimate, gives the range (the 95% confidence interval) within which the true value is likely to lie.

Figure 16 - Local authority by Household type (row percentages displayed)

Figure 16 can be used to see the effect of smaller sample sizes. The survey estimates that in East Dunbartonshire 13% of households contain one non-pensioner adult (calculated by combining 8.4% single adults and 4.4% single parents). However, only 608 households in East Dunbartonshire were interviewed so from the sampling error table (see page 27) we can see that this estimate has a 95% confidence interval of approximately ±3% suggesting that the true value lies between 10% and 16%. Clearly, the estimate for any single area is less reliable that the estimate for Scotland as a whole.

5.3   Statistical Significance

Because the survey's estimates may be affected by sampling errors, apparent differences of a few percentage points between sub-samples may not reflect real differences in the population. It might be that the true values in the population are similar but the random selection of households for the survey has, by chance, produced a sample which gives a high estimate for one sub-sample and a low estimate for the other.

A difference between two areas is *significant* if it is so large that a difference of that size (or greater) is unlikely to have occurred purely by chance. Conventionally, significance is tested at the 5% level, which means that a difference is considered significant if it would only have occurred once in 20 different samples. Testing significance involves comparing the difference between the two samples with the 95% confidence limits for each of the two estimates.

If you were to scroll down in the output page for this example, you would be able to see that the survey estimates that there are 8% single adult households in East Dunbartonshire (±2.3%), 9% in Midlothian (±2.5%) 13% in the Highlands (±2.0%), and 22% in Edinburgh (±1.7%). We can say, the following:

- The difference between East Dunbartonshire and Midlothian is not significant because the difference between the two (1%) is smaller than either of the confidence limits. In general, if the difference is smaller than the larger of the two limits, it could have occurred by chance and is not significant.

- The difference between East Dunbartonshire and Edinburgh is significant because the difference (14%) is greater than the sum of the limits (2.3% + 1.7% = 4%). In general, a difference that is greater than the sum of the limits is significant.

- If the difference is greater than the larger of the two confidence limits but less than the sum of the two limits, the difference might be significant, although the test is more complex.

Statistical sampling theory suggests that the difference is significant if it is greater than the square root of the sum of the squares of the limits for the two estimates. The difference of 4% between Midlothian and the Highlands is greater than the largest confidence limit (±2.5% in Midlothian) but it is less than the sum of the two limits (2.5% + 2.0% = 4.5%) so it might be significant. In this case, $2.5^2 = 6.25$ and $2^2 = 4$, giving a total of 10.25. The square root of this is 3.20, which means that the difference of 4% is significant. Similar calculations will indicate whether or not other pairs of estimates differ significantly.

5.4   Statistical Significance and Representativeness

Calculations of confidence limits and statistical significance only take account of sampling variability. The survey's results could also be affected by non-contact/non-response bias. If the characteristics of the people who should have been in the survey but who could not be contacted, or who refused to take part, differ markedly from those of the people who were interviewed, there might be bias in the estimates. If that is the case, the SHS's results will not be representative of the whole population.

Without knowing the true values (for the population as a whole) of some quantities, we cannot be sure about the extent of any such biases in the SHS. However, comparison of SHS results with information from other sources such as the 2001 Census and other government surveys suggests that they are broadly representative of the overall Scottish population, and therefore that any non-contact or non-response biases are not large overall. However, such biases could, of course, be more significant for some sub-groups of the population or in certain Council areas, particularly those that have the highest non-response rates.

As stated in Section 5.1, because it is a survey of private households, the SHS does not cover some sections of the population - for example, it does not collect information about many students in halls of residence (see the SHS Technical Reports for further information).

5.5 Estimated Sampling Error Table

Estimated sampling error associated with different proportions for different sample sizes

Sample size

Proportion	100	500	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	10,000	11,000	12,000	13,000	14,000	15,000
5%	5.1%	2.3%	1.6%	1.1%	0.9%	0.8%	0.7%	0.7%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%
10%	7.1%	3.2%	2.2%	1.6%	1.3%	1.1%	1.0%	0.9%	0.8%	0.8%	0.7%	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%
15%	8.4%	3.8%	2.7%	1.9%	1.5%	1.3%	1.2%	1.1%	1.0%	0.9%	0.9%	0.8%	0.8%	0.8%	0.7%	0.7%	0.7%
20%	9.4%	4.2%	3.0%	2.1%	1.7%	1.5%	1.3%	1.2%	1.1%	1.1%	1.0%	0.9%	0.9%	0.9%	0.8%	0.8%	0.8%
25%	10.2%	4.6%	3.2%	2.3%	1.9%	1.6%	1.4%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%	0.9%	0.8%
30%	10.8%	4.8%	3.4%	2.4%	2.0%	1.7%	1.5%	1.4%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%	0.9%
35%	11.2%	5.0%	3.5%	2.5%	2.0%	1.8%	1.6%	1.4%	1.3%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%
40%	11.5%	5.2%	3.6%	2.6%	2.1%	1.8%	1.6%	1.5%	1.4%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%
45%	11.7%	5.2%	3.7%	2.6%	2.1%	1.9%	1.7%	1.5%	1.4%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	1.0%
50%	11.8%	5.3%	3.7%	2.6%	2.1%	1.9%	1.7%	1.5%	1.4%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	1.0%
55%	11.7%	5.2%	3.7%	2.6%	2.1%	1.9%	1.7%	1.5%	1.4%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	1.0%
60%	11.5%	5.2%	3.6%	2.6%	2.1%	1.8%	1.6%	1.5%	1.4%	1.3%	1.2%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%
65%	11.2%	5.0%	3.5%	2.5%	2.0%	1.8%	1.6%	1.4%	1.3%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%
70%	10.8%	4.8%	3.4%	2.4%	2.0%	1.7%	1.5%	1.4%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%	0.9%
75%	10.2%	4.6%	3.2%	2.3%	1.9%	1.6%	1.4%	1.3%	1.2%	1.1%	1.1%	1.0%	1.0%	0.9%	0.9%	0.9%	0.8%
80%	9.4%	4.2%	3.0%	2.1%	1.7%	1.5%	1.3%	1.2%	1.1%	1.1%	1.0%	0.9%	0.9%	0.9%	0.8%	0.8%	0.8%
85%	8.4%	3.8%	2.7%	1.9%	1.5%	1.3%	1.2%	1.1%	1.0%	0.9%	0.9%	0.8%	0.8%	0.8%	0.7%	0.7%	0.7%
90%	7.1%	3.2%	2.2%	1.6%	1.3%	1.1%	1.0%	0.9%	0.8%	0.8%	0.7%	0.7%	0.7%	0.6%	0.6%	0.6%	0.6%
95%	5.1%	2.3%	1.6%	1.1%	0.9%	0.8%	0.7%	0.7%	0.6%	0.6%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%

6.   Analyzing the Data

6.1   Using Tables

When data from the SHS is reported by the Scottish Executive, a number of reporting conventions are followed to make the analysis clear and to avoid undue emphasis being placed on findings that are unreliable. We would recommend that other users follow similar rules.

All tables are presented in the format "dependent variable by independent variable" where the independent variable is being used to examine or explain variation in the dependent variable. Thus, a table titled 'housing tenure by household type' shows how housing tenures vary among different household types. All tables have a descriptive and numerical base showing the population or population sub-group examined in it. Bases are shown unweighted.

Reporting conventions for the SHS show percentages in tables rounded to the nearest whole number: zero values are shown as a dash (-); values greater than zero but less that 0.5% are shown as zero; and values of 0.5% but less than 1% are rounded up to 1%.

Percentages are removed from columns where the base on which percentages would be calculated is less than 100. This data is judged to be insufficiently reliable for publication.
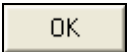
!Note   **It is advisable to follow these reporting conventions in your own analyses.**

6.2   Frequencies

Frequencies provide statistics and graphical displays that are useful for describing many types of variables. They display both the number and percentage of cases for each observed value of a variable. For a first look at your data, the frequencies procedure is a good place to start.

An illustrative example can be found in Section 8.2 on page 48. For easy reference however, the basic steps that you would need to take are given below.

6.2.1   Creating a Frequency Table

- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar

- Select one or more of the variables and click ![button] (see Figure 17 for an example that uses 'rd3', how the Random Adult usually travel to work/education).

- Click ![OK] (see Figure 18)

!Note   **Frequency tables are displayed in the Viewer window. This will open automatically on your screen. An example of this window can be seen on page 39. Sections 7.1.1 to 7.1.4 demonstrate how to manipulate this window to fit your needs.**

You can click the [Reset] **button to clear any variables used in previous analyses.**

Figure 17 - Frequencies dialog box showing one selected variable
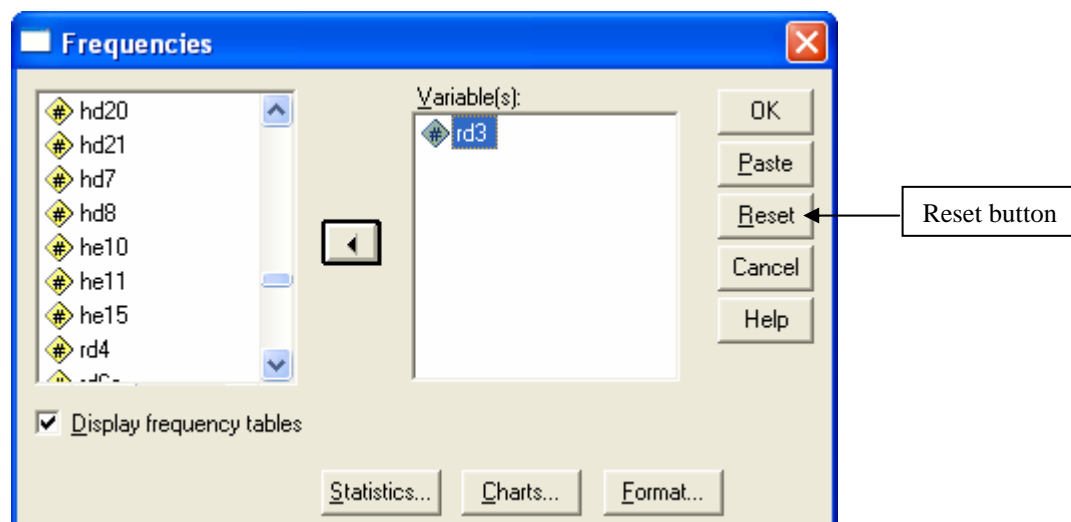
Figure 18 – How the random adult usually travels to work/education Frequency table

Figure 18 illustrates a number of things:

- The number of people giving each response (frequency column).

- The percentage of the whole sample giving each response (percent column).
- The percentage of people who answered the question giving each response (valid percent column). This is different from the total sample because some people do not complete the random adult section of the survey (about 6% of the respondents) and because the question only applies to people in work or in education. For these people – 56% of the full sample – the variable has no data (the System Missing value).

If you refer to the Estimated Sampling Error table on page 27, it is possible to estimate confidence intervals for these percentages by using the closest values for the valid percentage and the frequency. For example, the survey shows that 16% of adults in work or education walk to work (see Figure 18 on page 30). This allows us to estimate that among the population as a whole the true percentage of adults walking to work/education would lie within a range of ±1.9% of the value in the survey i.e. between 14% and 17.8%.

6.2.2 Creating a Frequency Chart

You can graphically display the information in a frequency table with a bar or pie chart.

Creating a Chart

- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button to reopen the Frequencies dialog box.
- Click
- Select the Chart type and click
- Click

Figure 19 - Charts dialog box
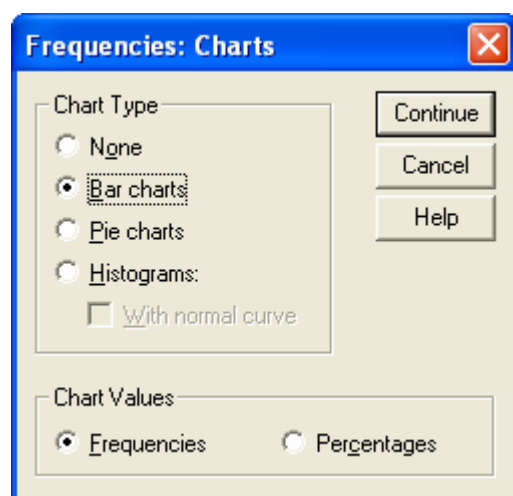
Figure 20 - How the random adult usually travels to work/education Bar Chart
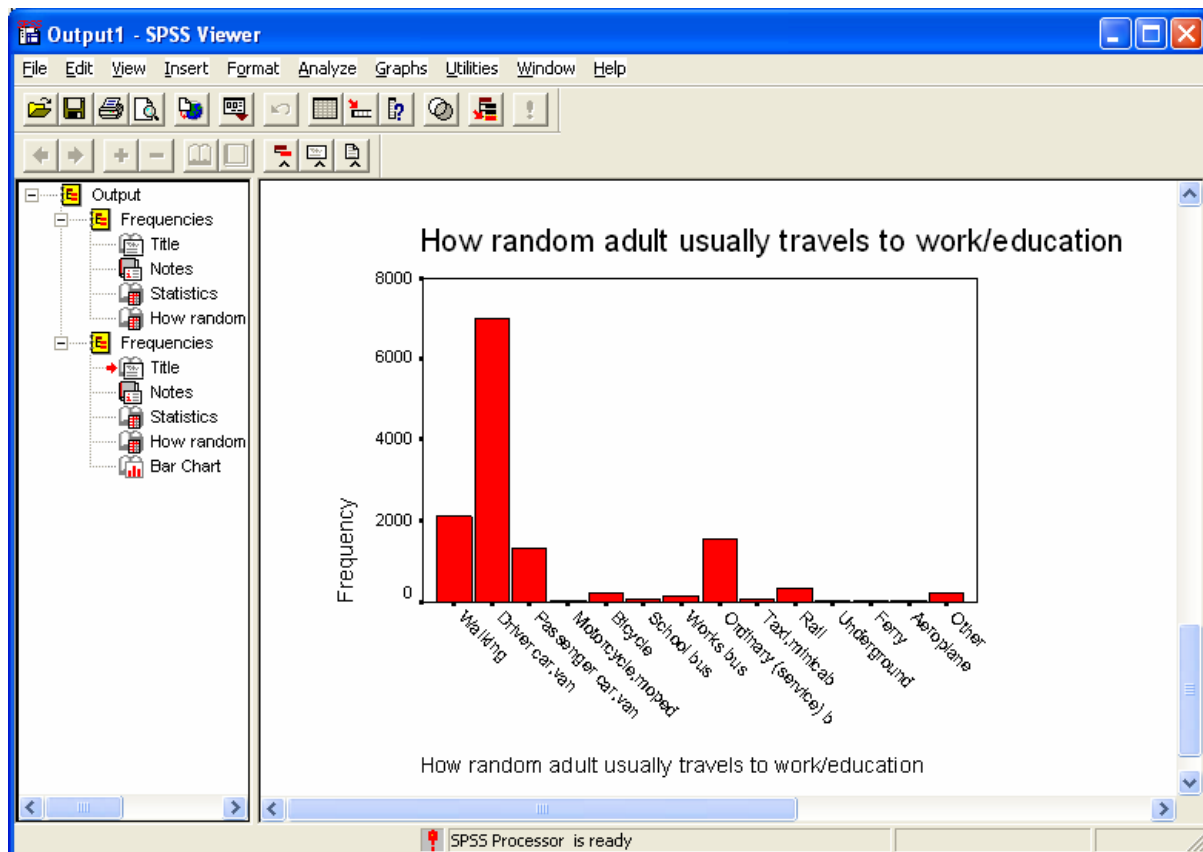
6.3   Crosstabs

Crosstabulation tables can be used to show the relationship between two or more variables. Unlike frequencies, we can display variables in both the rows and columns of the table.

An illustrative example can be found in Section 8.4 on page 51. For easy reference however, the basic steps that you would need to take are given below.

6.3.1   Creating a Crosstab Table
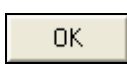
- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button [image] if you have previously used Crosstabs

- Select the variable to display as the *row* headings ('tenure', in this case) and click [image] (see Figure 21)

- Select the variable to display as the *column* headings ('proptype' in this case) and click [image]

- Click [OK] (see Figure 22)

Figure 21 - Crosstabs dialog box
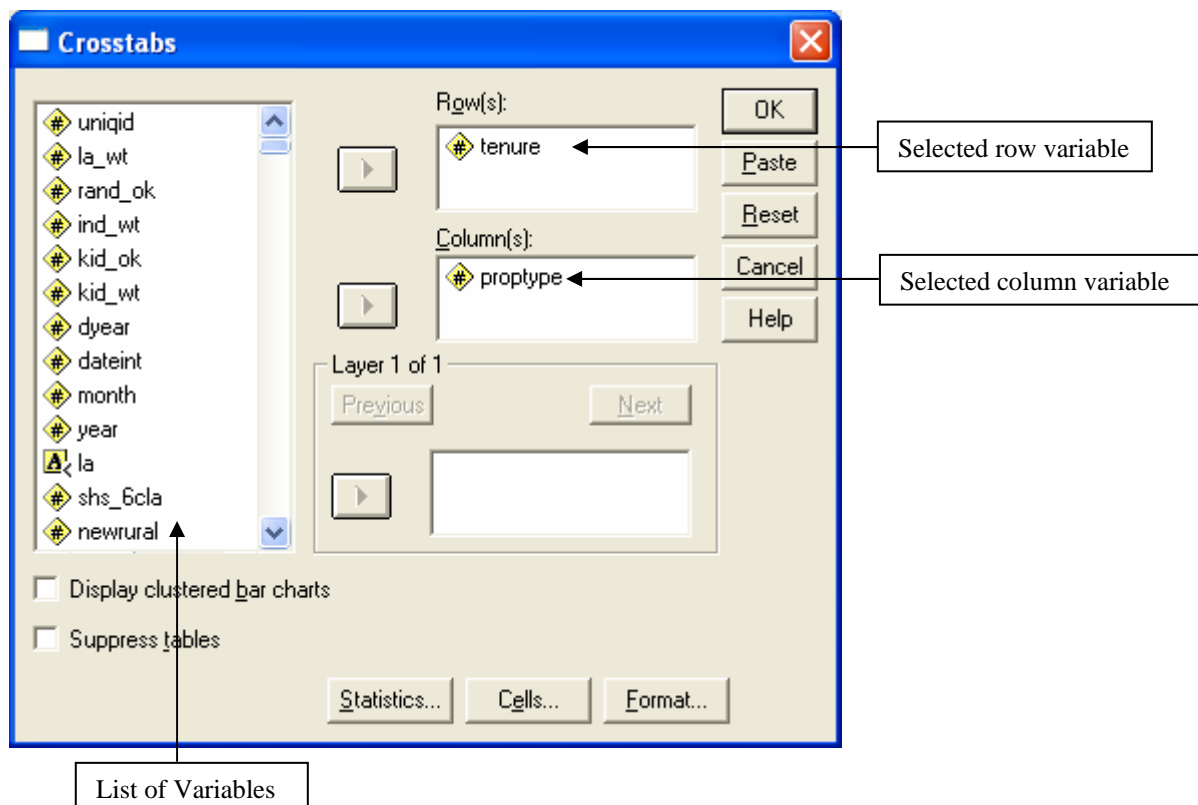
Figure 22 - Housing Tenure by Property Type Crosstab

6.3.2   Creating a Three-Way Crosstab Table

You can add a layer variable to create a three-way table in which categories of the row and column variables are further subdivided by categories of the layer variable.
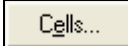
This variable is sometimes referred to as the control variable because it may reveal how the relationship between the row and column variables changes when you "control" for the effects of the third variable.

An illustrative example can be found in Section 8.10 on page 79. For easy reference however, the basic steps you would need to take are given below.

- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button 🔲 if you have previously used Crosstabs

Select the variable to display as the *row* headings and click [▸] (see

- Figure 23)

- Select the variable to display as the *column* headings and click [▸]

- Select the variable to display as the *layer* headings and click [▸]

Select [Cells...] to display the Cells dialog box (see

- Figure 24)

- Select the *column* percentages option

- Select [Continue] to return to the Crosstabs dialog box

- Click [OK] (see Figure 25)

Figure 23 - Crosstabs dialog box showing layer variable

Selected row variable

Selected column variable

Selected layer variable

List of Variables
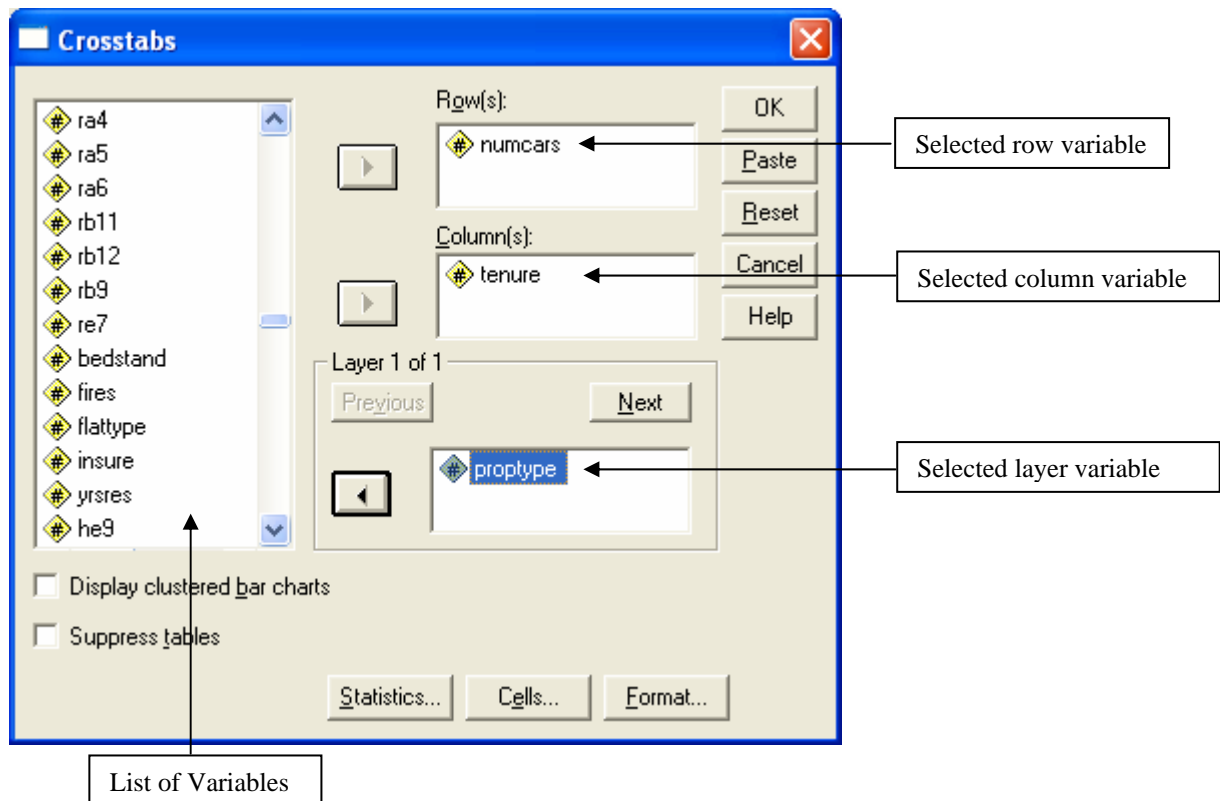
Figure 24 - Cell Display dialog box

Column Percentages option
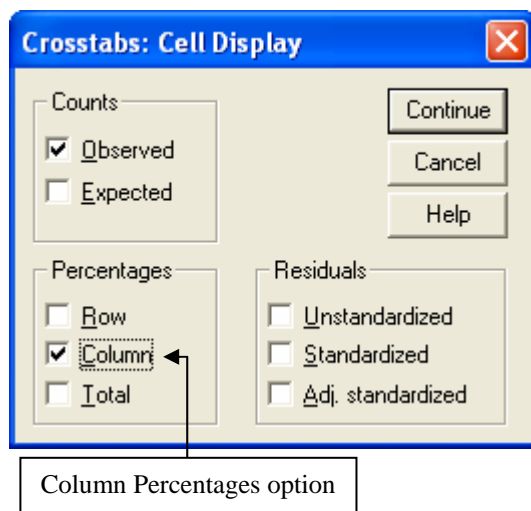
Figure 25 - Number of Cars by Housing Tenure by Property Type Crosstab

While a two-way crosstabulation would allow you to say that owner-occupiers are more likely than people in rented tenure to have one or more cars, the three-way crosstabulation shows that while this relationship is generally true, the difference is less among people who have detached and semi-detached houses. Also, owner-occupiers in flats are more likely than other owner-occupiers to have no cars, probably reflecting less need for a car in towns and cities and the difficulty of parking.

6.3.3   Splitting the File

This procedure splits the data file into separate groups for analysis based on the values of a grouping variable. This has a similar effect to running a three-way crosstab, splitting analysis by the specified variable, but Split File stays on until you switch it off and it applies to all analysis. It is useful if you want to carry out a lot of comparative analysis, comparing, for example, people who recycle and those who don't or people in different tenure groups.

An example of analysis after splitting the file can be found in Section 8.6 on page 56.

- Select **Data**, **Split File...** from the menu bar or click the Split File button on the toolbar
- Select the *Compare groups* option

- Select a grouping variable and click [▸] (see Figure 26)

- Click [OK]

Figure 26 - Split File dialog box
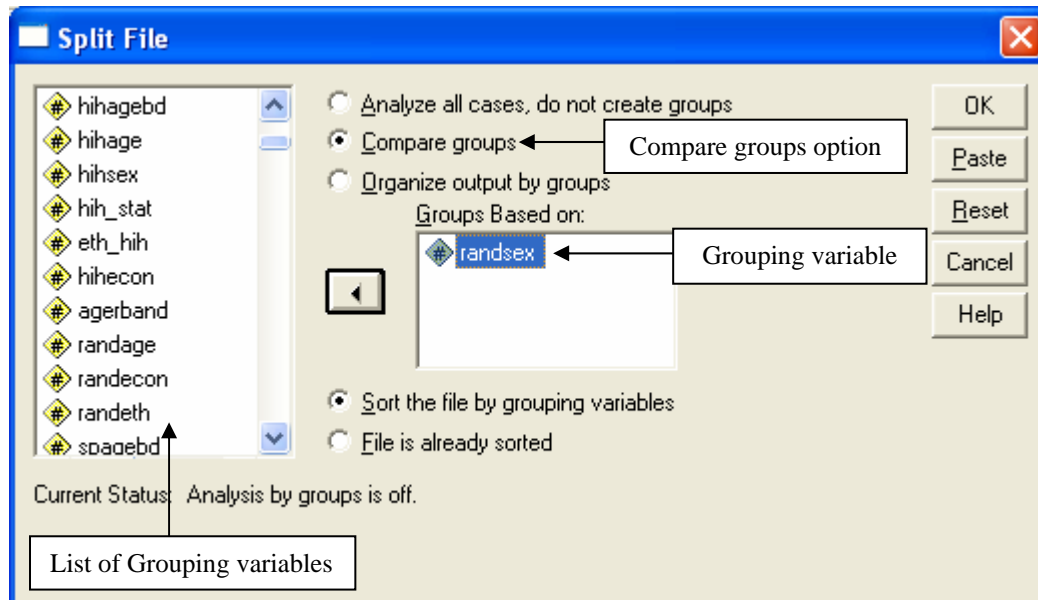
! Note   **All further analyses carried out on the data will use the separate groups created by splitting the file as we have done above. For example, the results of frequencies and crosstabs will be grouped by the variables used to split the file.**

! Note   **To 'un-split' your file, select Data, Split File… from the menu bar, and click 'Analyse all cases, do not create groups'.**

7. Working with Output

Now that you have completed Chapter 6, you will be familiar with manipulating the data, and you have in effect been creating 'output'. This chapter will show you how to manipulate the output and how to present it.

7.1 The Viewer Window

Results are displayed in the Viewer. The types of output can vary from tables to charts, depending on the choices you make.

The Output window is divided into two panes. The *outline* pane contains an outline of all the information stored in the Viewer. The *contents* pane contains statistical tables, charts and text output.

Figure 27 - The Viewer Window
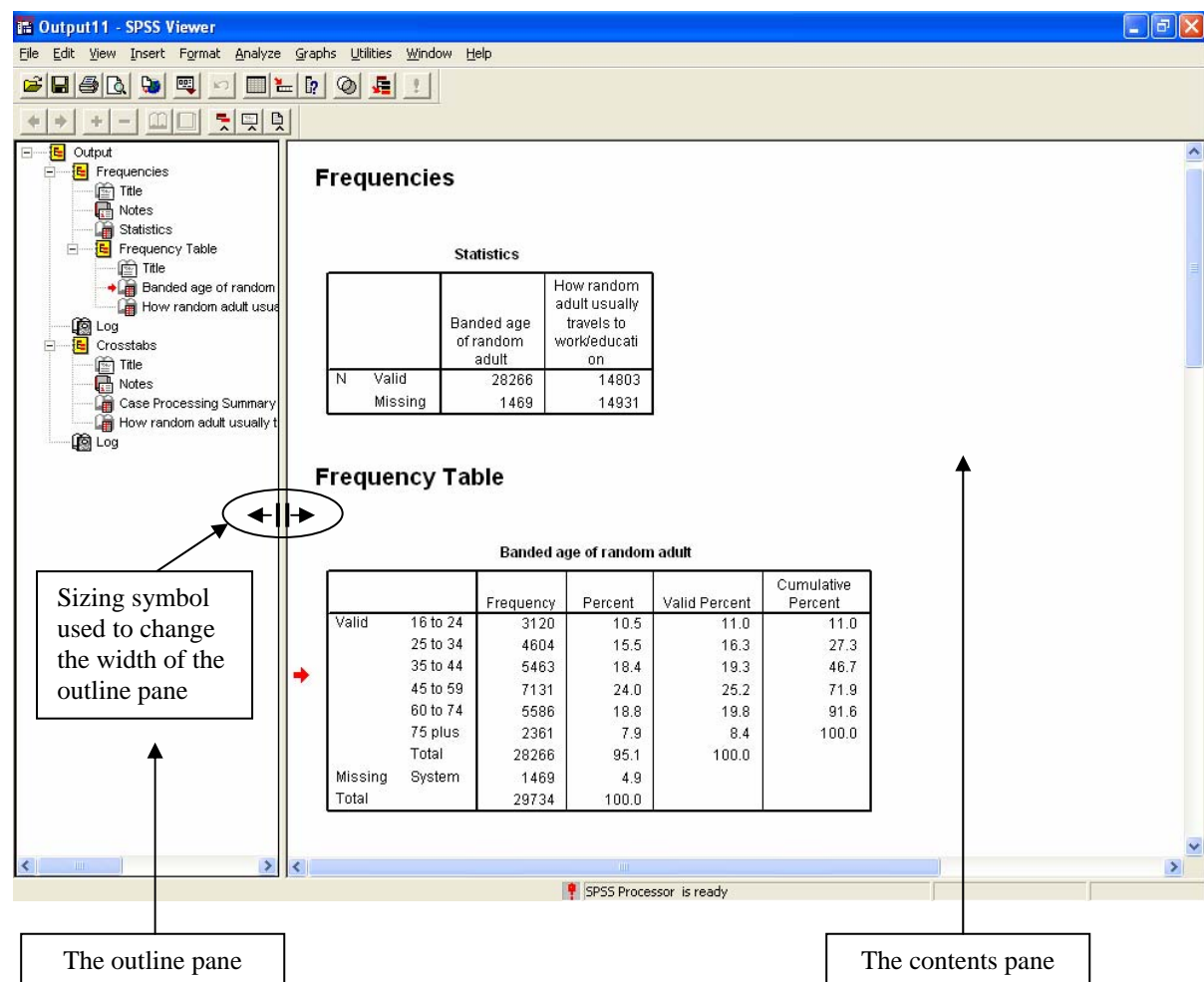
7.1.1 Changing the Width of the Outline Pane

Click and drag the right border of the outline pane to change its width (see Figure 27).

7.1.2 Navigating to a Table or Chart

You can use the scrollbars to navigate through the window's contents, both vertically and horizontally in either pane or you can click an item in the outline pane to display it in the contents pane.

! Note   **A small red arrow is displayed in the outline pane to the left of the selected item.**

7.1.3 Hiding a Table or Chart

An open book icon in the outline pane indicates that this item is currently visible in the Viewer, although it may not currently be in the visible portion of the contents pane.

Double clicking the item's open book icon will hide the item in the contents pane. The icon now displays as a closed book. Double clicking the item's closed book icon will redisplay the item in the contents pane.

7.1.4 Changing the Output Order

You can change the order in which the output is displayed.
- Click on the item(s) you want to move
- Drag the selected item(s) to a new location and release the mouse button

! Note   **While dragging the selected items, you will see the small red arrow to the left of the outline. When you release the mouse, the selected items will be inserted below the item marked with the red arrow.**

7.2   Working with Pivot Tables

The results from most statistical procedures are displayed in pivot tables. The default tables produced may not display information as neatly as you would like, or the information may not clearly make your point.

With pivot tables, you can transpose rows and columns ("flip" the table), adjust the order of data in a table, and modify the table in many other ways. For example, you can change a short, wide table into a long, thin one by transposing rows and columns.

Changing the layout of the table does not affect the results. Instead, it's a way to display your information in a more intuitive manner.

7.2.1   Activate the Pivot Table

- Double-click the table in the contents pane (see Figure 28)

!Note   **An activated table displays a hatched border around it.**

!Note   **To deactivate the table, click outside of the table.**

Figure 28 - Activated table

Hatched border around table

7.2.2   Using Pivoting Trays

Pivoting Trays provide a way to move data between columns, rows, and layers.

If the pivot trays window (see Figure 30) is not already visible, from the menus choose:

- **Pivot**, **Pivoting Trays**

Figure 29 - Pivot menu
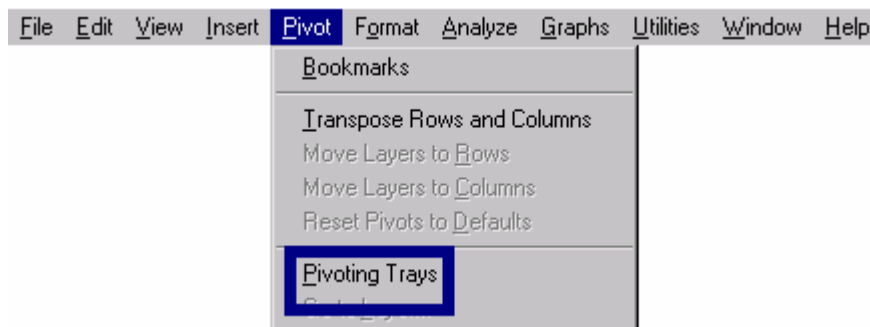
| ! Note | **If the Pivot menu is not available, the table has not been activated. Double-click the table to activate it.** |

Figure 30 - Pivoting Trays window
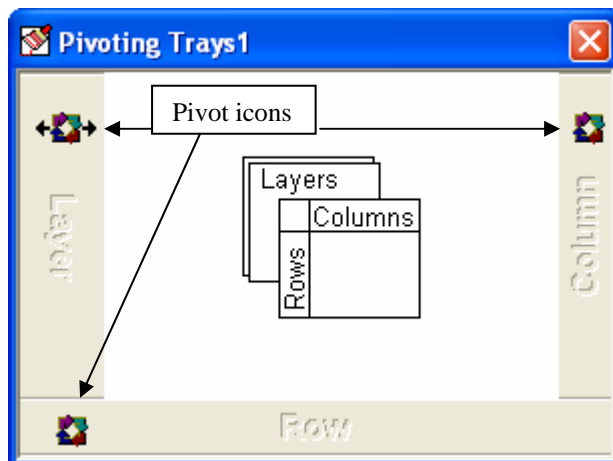
When you click and hold the mouse over one of the pivot icons, the shaded area in the table indicates what is represented by that icon (see Figure 31). A screen tip also indicates what the icon represents in the table.

Figure 31 - Pivot icon clicked to show what is represented by it

Grey shaded area

Screen tip
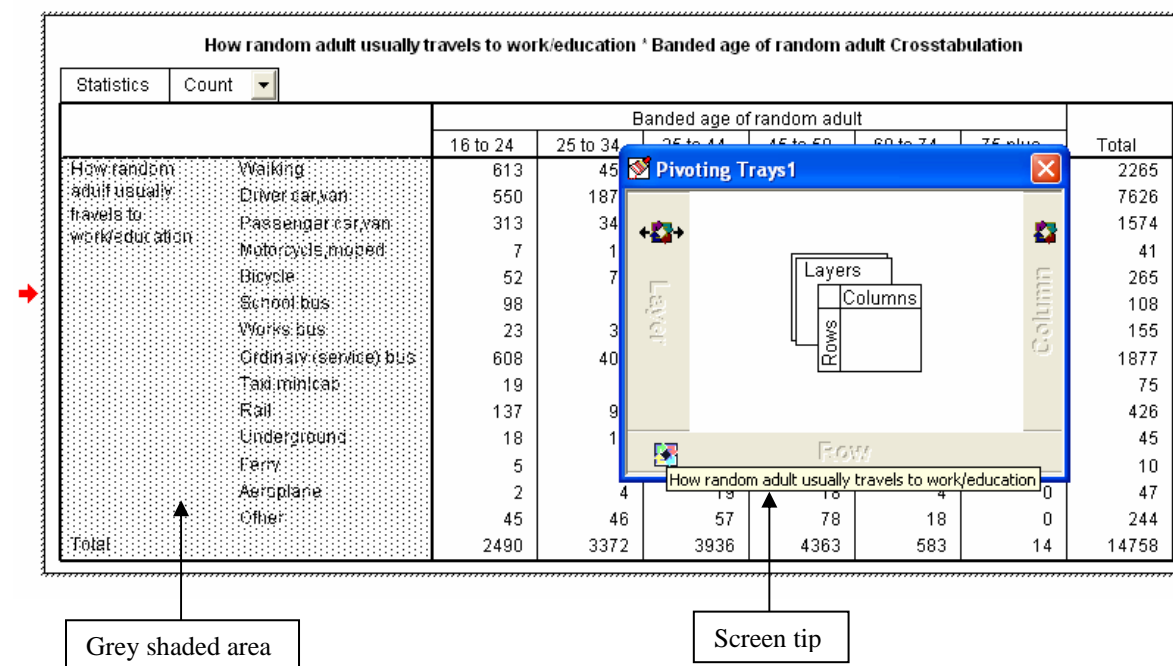
You can drag the *banded age of random adult* pivot icon from the *Column* dimension to *Row* dimension to dramatically change the layout of the table (see Figure 32). The order of the pivot icons in a dimension reflects the order of the elements in the table. Figure 33 demonstrates changing the order of the icons in the Row dimension.

Figure 32 - Travel to work then banded age
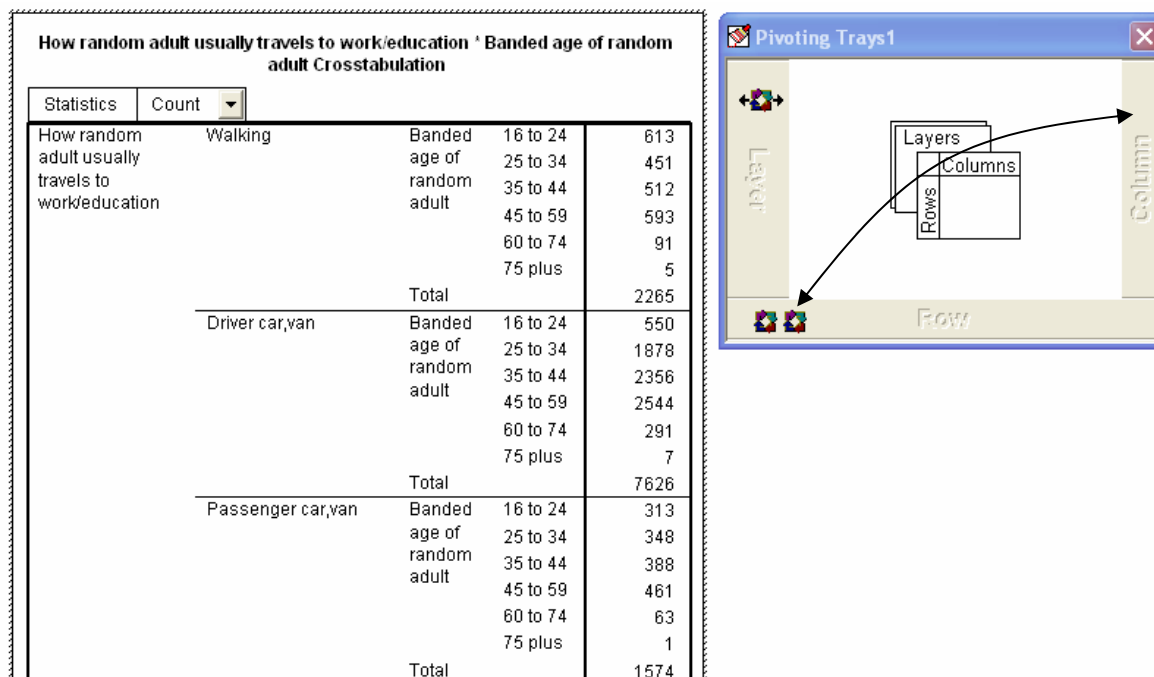
Figure 33 - Banded age then travel to work

Layers can be useful for large tables with nested categories of information. By creating layers, you simplify the look of the table, making it easier to read. Layers work best when the table has at least three variables.

7.2.3   Changing Table Format

You can change the formatting of any text within a table. This includes changing the font size, colour and adding additional formatting, such as bolding or italics.

If the Formatting toolbar (see Figure 34) is not already visible, from the menus choose:

- **View**, **Toolbar**

Figure 34 - Formatting toolbar

- Select the text you want to re-format
- Select the desired formatting option from the toolbar

7.3 Saving an Output File

The contents of the Viewer can be saved to a Viewer document (*.spo). The saved document includes both panes of the Viewer window (the outline and the contents).

To save an output file:

- Choose **File**, **Save As...** from the menu bar
- Type a name for the file
- Specify a location for the output file
- Click the [Save] button

7.4 Opening an Output File

To open an output file:

- Choose **File**, **Open**, **Output...** from the menu bar
- Select the location of the file
- Select the file to be opened
- Click the [Open] button

8. Illustrative Examples

8.1 Example 1 – Using Weights

This example shows how to weight the cases. All of the following examples will be weighted by the *ind_wt* weight. Before you create the following examples, it is important to weight the data. For more background information on weighting data see Section 4.7 on page 20.

Weighting the data

- Select **Data**, **Weight Cases...** from the menu bar or click on the toolbar to display the Weight Cases dialog box as shown in Figure 35

- Select the *Weight cases by* option

Figure 35 - Weight cases by option selected
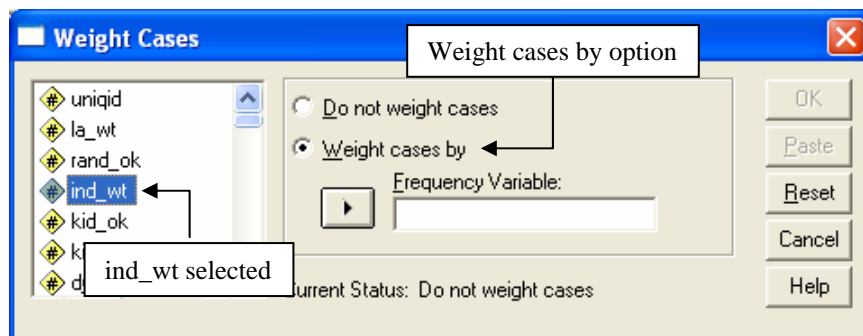
! **Note**   **If the dialog box displays variable labels instead of variable names, you can change this by following the steps in Section 4.3 on page 14.**

- Select the *ind_wt* variable and click to weight the cases as shown in Figure 36

Figure 36 – Weighting cases by the ind_wt variable
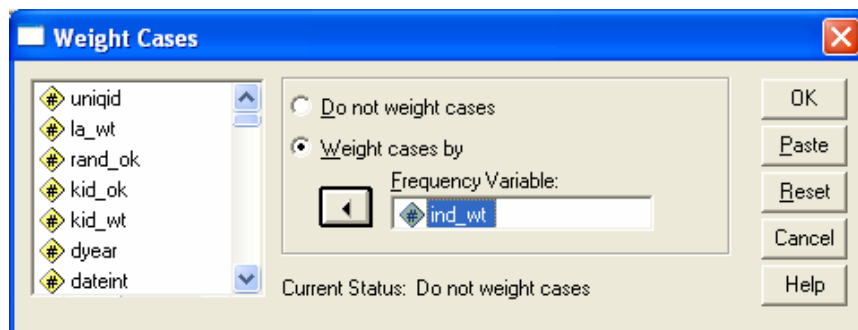
- Click

The data will now be weighted by the *ind_wt* variable and you can now see the weight indicator on the status bar at the foot of the screen as shown in Figure 37.

Figure 37 - Status Bar showing weight indicator

| SPSS Processor is ready | | | Weight On | |

8.2   Example 2 – Frequency

This example creates a single frequency table

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button [▦] if you have previously used Frequencies
- Click [Reset] if necessary to clear existing variables
- Select the *rd3* variable and click [▸]

! Note   **You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type *rd* to select the *rd3* variable.**
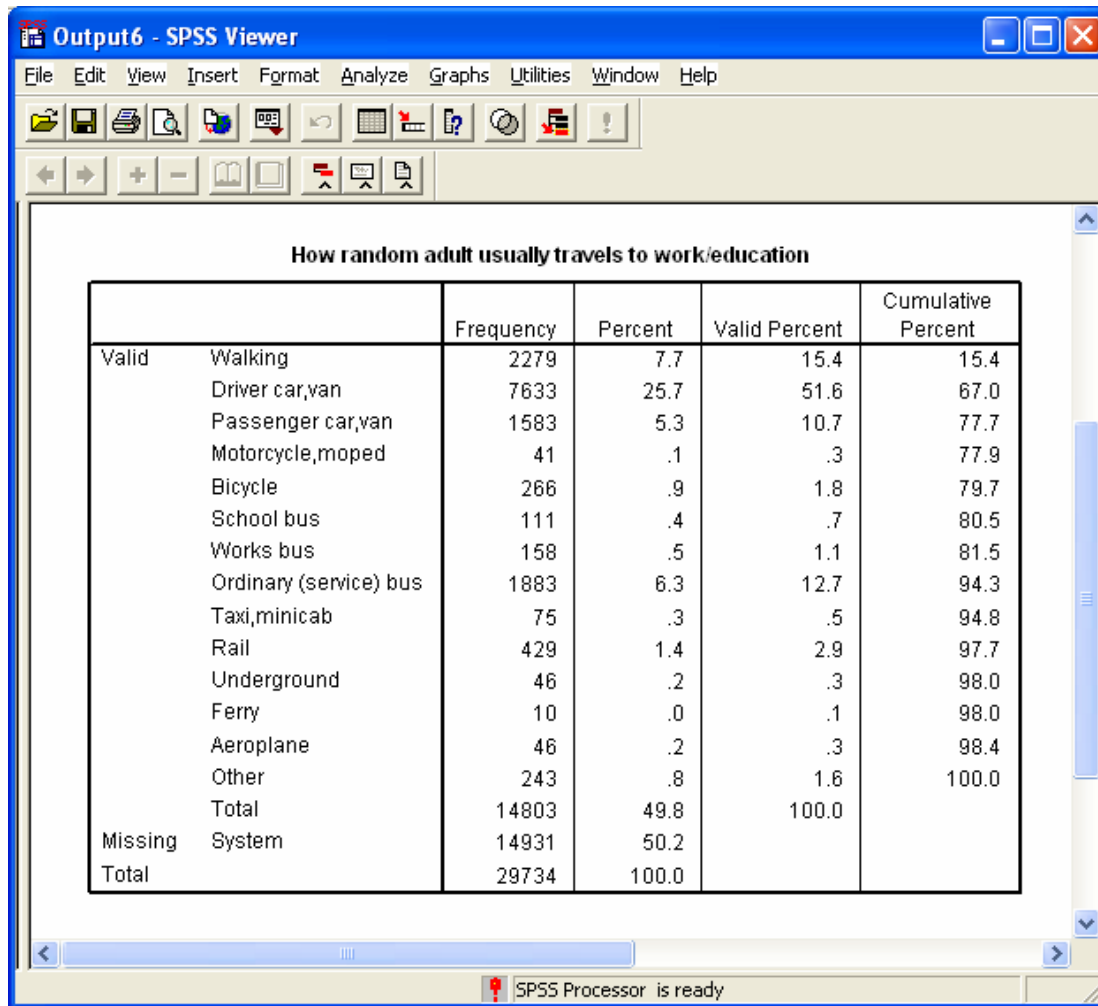
Figure 38 - The Frequencies dialog box

- Click [OK]
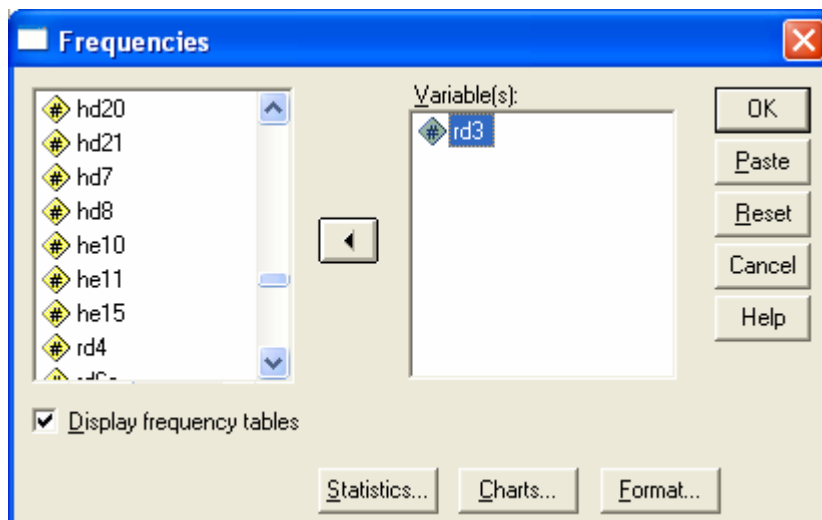
The Viewer window now opens to display the Frequency table (see Figure 39).

Figure 39 - How random adult usually travels to work/education

8.3   Example 3 – Multiple Frequencies

You can create Frequencies for more than one variable at the same time by selecting the variables within the Frequencies dialog box.

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button [image] if you have previously used Frequencies
- Click [image] Reset if necessary to clear existing variables
- Select the *agerband* variable and click [image] (see Figure 40)

! Note   **You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type *ag* to select the *agerband* variable.**

Figure 40 – Multiple variables selected
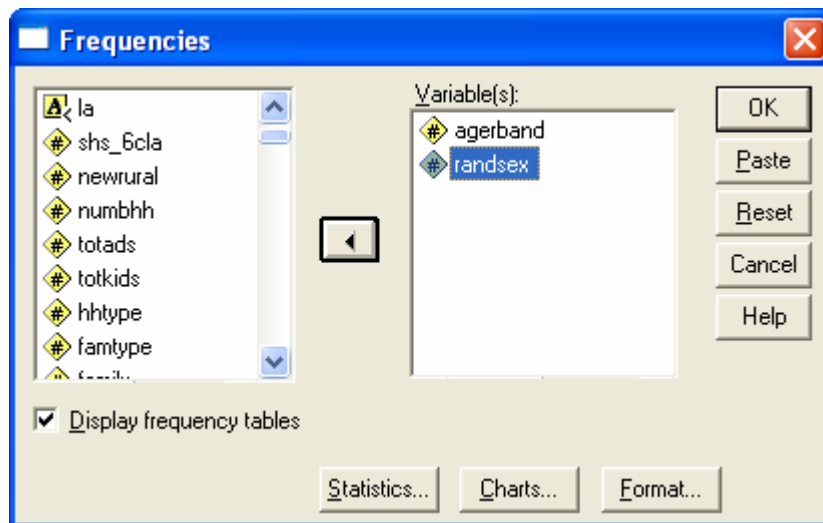
- Select the *randsex* variable and click [▶]
- Click [OK]

The Viewer window now opens to display both Frequency tables (see Figure 41).

Figure 41 - *agerband* and *randsex* frequencies
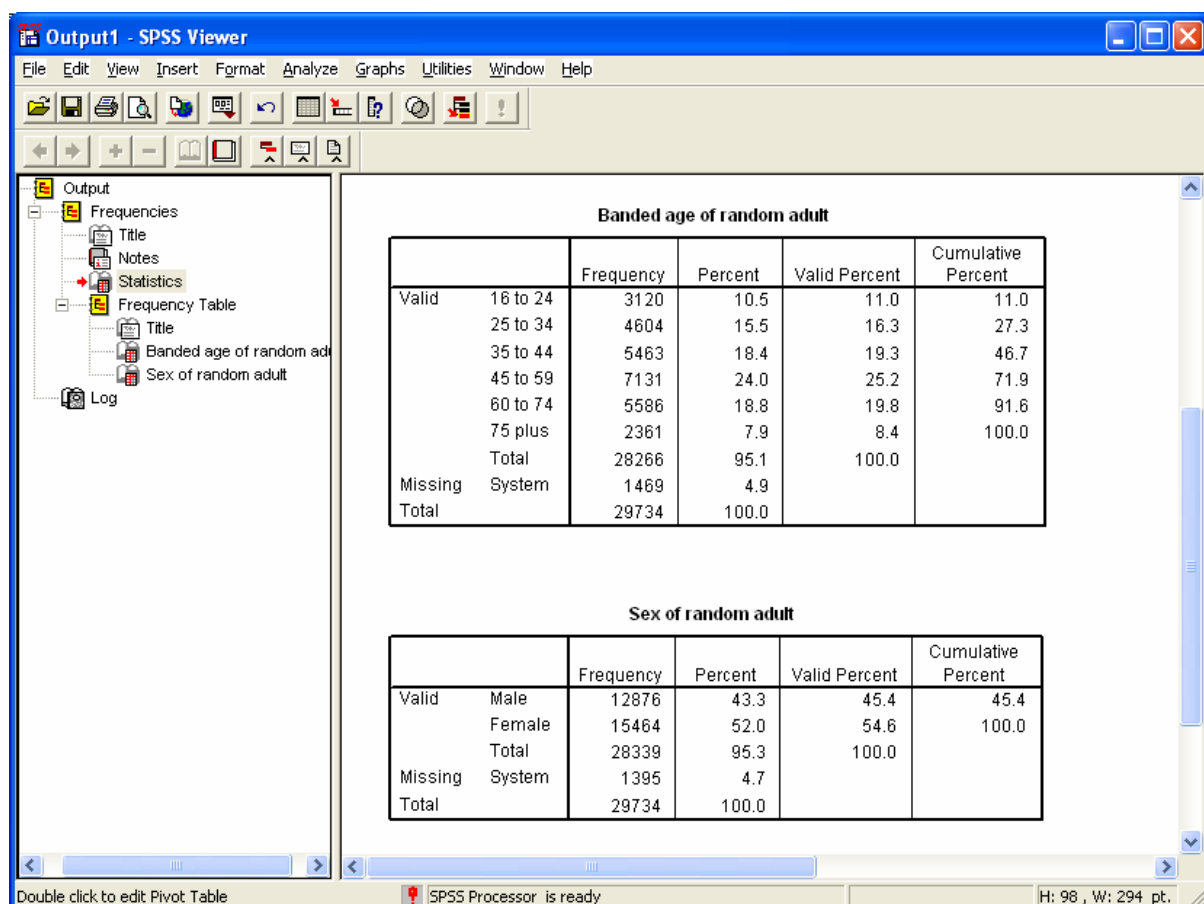
8.4   Example 4 –Crosstab
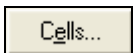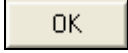
- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button ▣ if you have previously used Crosstabs
- Click [Reset] if necessary to clear existing variables
- Select *rd3* and click [▶] to add it as a *row* variable (see Figure 42)
- Select *agerband* and click [▶] to add it as a *column* variable

Figure 42 - *rd3* and *agerband* added as row and column variables
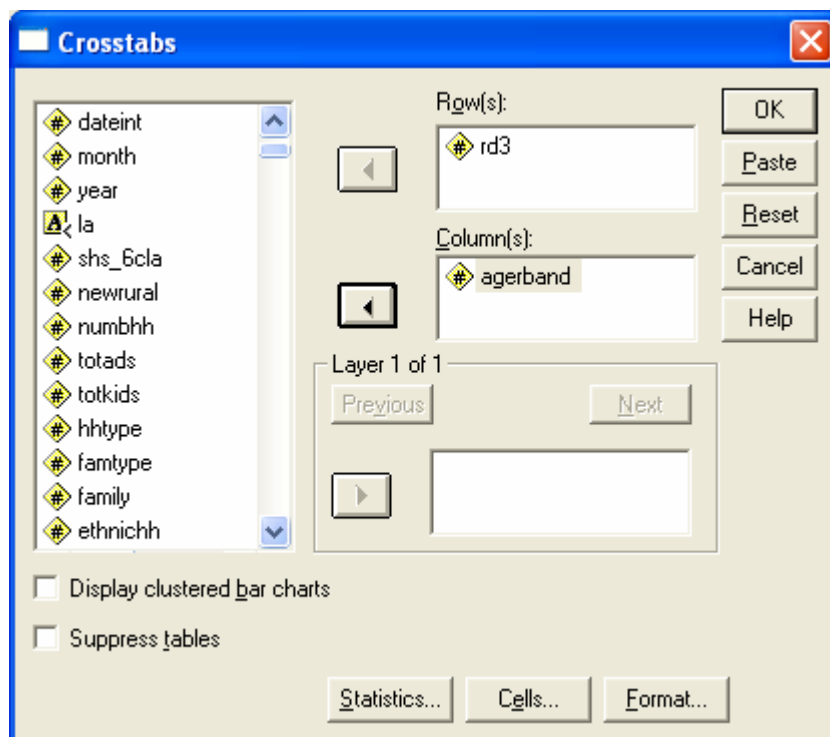
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 43)
- Select the *column* percentages option
- Select [Continue] to return to the Crosstabs dialog box
- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 44).

Figure 43 - Cell Display dialog

Column Percentages option

Figure 44 - How random adult usually travels to work/education by Banded age of random adult

Again, this table allows us to estimate the true values for all adults. We can also use the table on page 27 to work out if differences between age groups are significant i.e. they are unlikely to have occurred by chance. The table above shows that 25% of 16-24 year olds walk to work/education. Based on 613 cases, this estimate has an approximate sampling error of ±5%. We can also see that 13% of 35-44 year olds walk to work/education. This has an approximate sampling error of ±4%. Following the rules on page 25, since the difference between the estimates (12%) is greater than the sum of the errors (9%), we can say that this difference is significant i.e. we can be confident that among the population as a whole 16-24 year olds are more likely to walk to work/education than 35-44 year olds.

8.5   Example 5 – Selecting Specific Cases

You may wish to use specific data only. This example demonstrates how to select cases only in the local authority of Clackmannanshire. First we are going to find out what the current values are for the local authority, or *la,* variable.

- Select **Utilities**, **Variables...** from the menu bar or click [🔖]
- Select the *la* variable and take note of Clackmannanshire value

! Note   **If you scroll down through the list of values in the variable information box you will find that 'F' is used for Clackmannanshire**

- Select [Close]

Figure 45 - *la* variable information
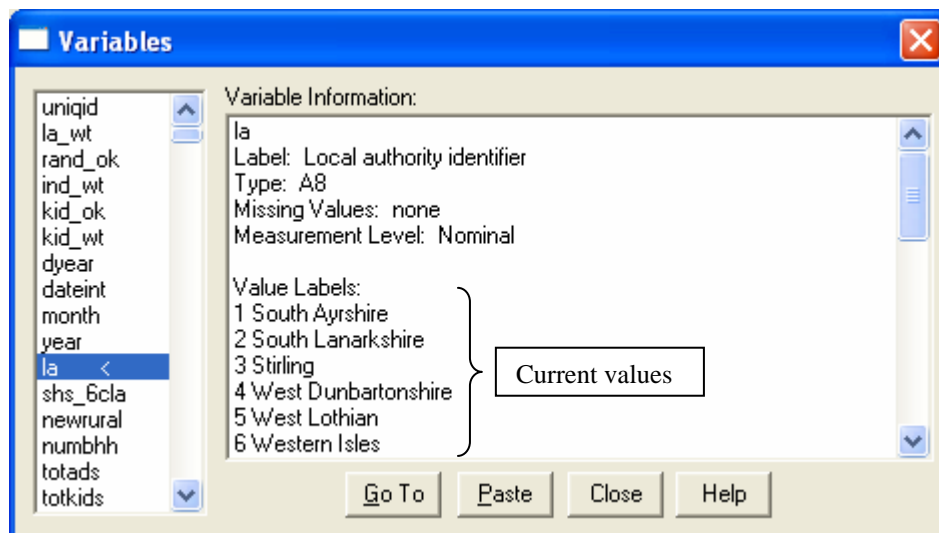
To select the Clackmannanshire cases

- Select **Data**, **Select Cases...** from the menu bar or click [▦]
- Select the *If condition is satisfied* option (see Figure 46)

Figure 46 - Select Cases
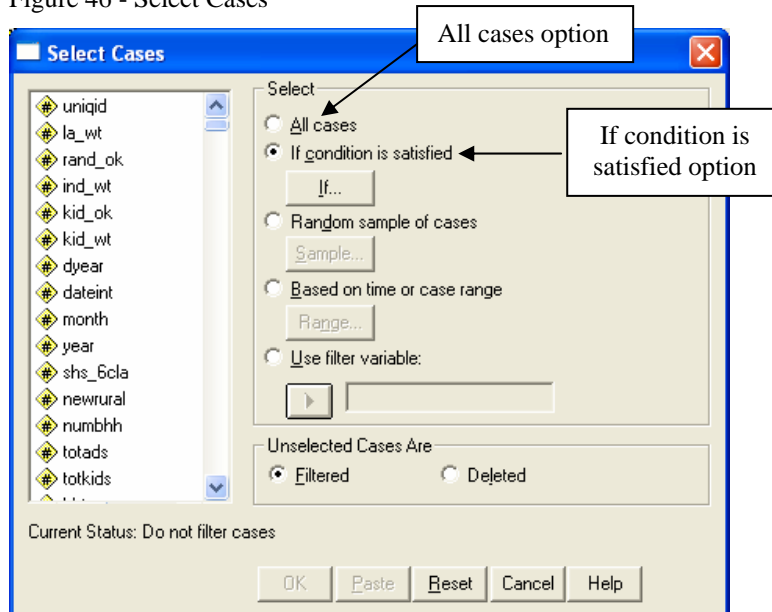
- Click [If...]
- Select the *la* variable and click [▶]
- Click [=] and then type *"F"* for Clackmannanshire's value (see Figure 47)

! Note   **All text entered must be enclosed in double quotes.**

Figure 47 - Local authority equal to Clackmannanshire
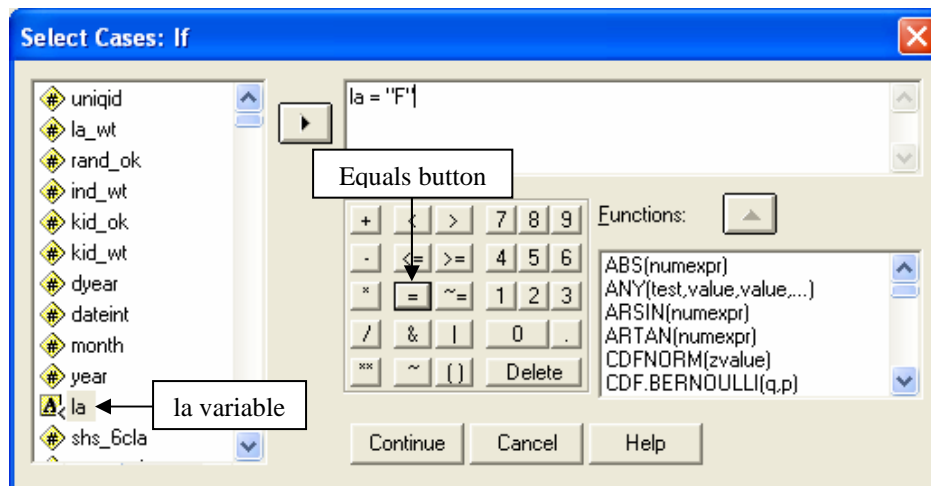
- Click [Continue] to return to the Select cases dialog box
- Click [OK]

! Note **In Data View, all cases where the local authority does not equal Clackmannanshire are now displayed with a diagonal line through the case number.**
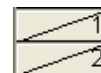
If you now create the crosstab table in Example 4 which starts on page 51, you will see the following results.

Figure 48 - How random adult usually travels to work/education by Banded age in Clackmannanshire

We can see in this table that all of the percentages are based on small numbers of cases. The table on page 27 shows that even for 100 cases, the sampling errors are large and it would not be possible to say that any of the differences in this table could not have occurred by chance. The variables need to be made into smaller groups – age bands covering broader ranges and broader categories of modes of transport – in order to investigate whether significant differences exist. This can be achieved by recoding the data.
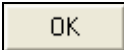
! Note **Compare the results shown in Figure 44 and Figure 48 and you will see a large difference when we look at just the Clackmannanshire local authority.**

! Note **To reset the dataset, choose Data, Select Cases... from the menu bar or click** and select the *All cases* option (see Figure 46).

8.6 Example 6 – Splitting the File

8.6.1 Frequency Example

In this example we are going to split the data file by banded age of random adult (*agerband*). We will then create a frequency table showing how the random adult usually travels to work/education (*rd3*). The output will be grouped by banded age of random adult.
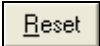
- Select **Data**, **Split File...** from the menu bar or click the Split File button ⊞ on the toolbar
- Click [Reset] if necessary to clear existing variables
- Select the *Compare groups* option
- Select the *agerband* variable and click [▸] (see Figure 49)
- Click [OK]

!Note **The data file is now grouped by banded age of the random adult (*agerband*).**

Figure 49 - File split by Banded age of random adult *(agerband)*
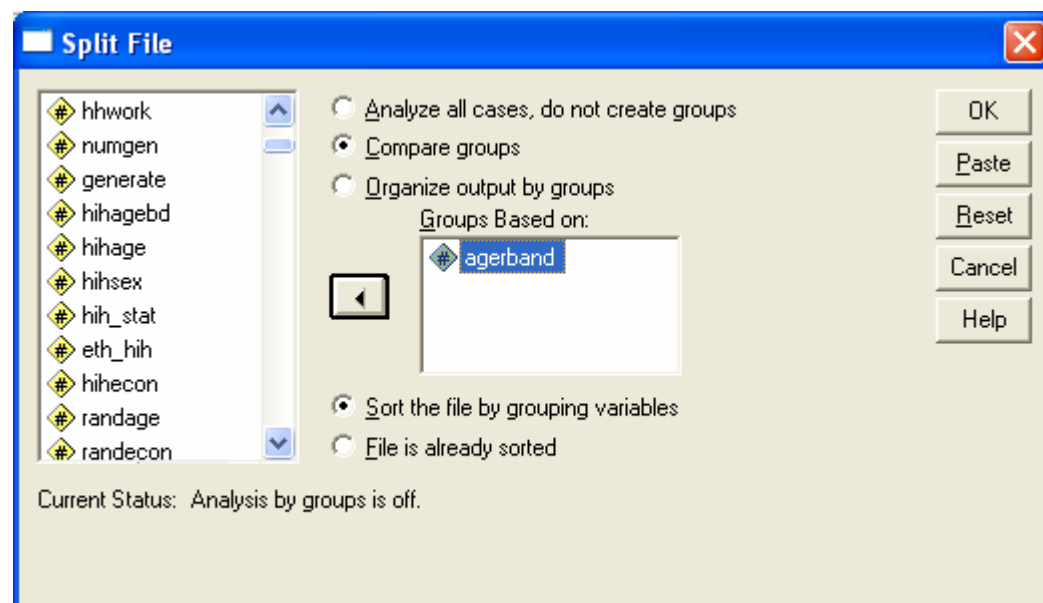
We are now going to create the frequency table.

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button 🔽 if you have previously used Frequencies
- Click [Reset] if necessary to clear existing variables
- Select the *rd3* variable and click [▸]

You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type *rd* to select the *rd3* variable.

Figure 50 - The Frequencies dialog box

• Click [OK]
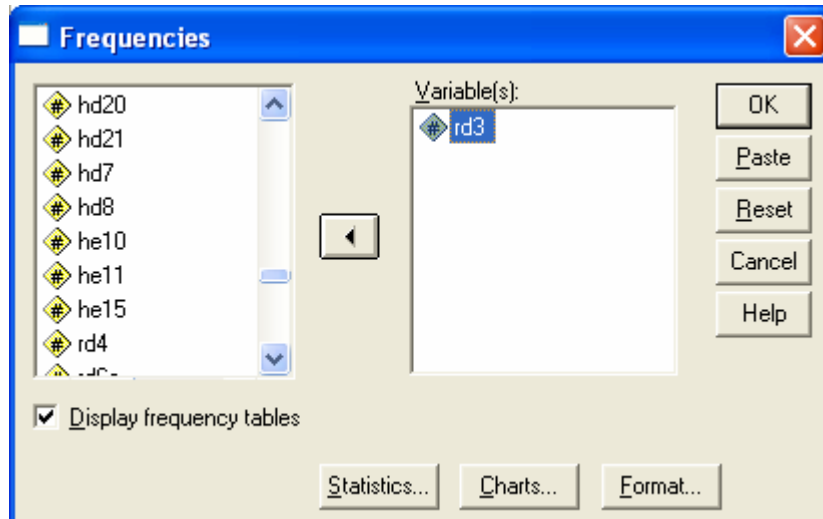
The Viewer window now opens to display the Frequency table (see Figure 51).

We would NOT display the same output result by creating a multiple frequency using both *agerband* and *rd3* variables. This would result in a separate frequency table for each variable. Section 8.3 on page 49 shows an example of a multiple frequency.

All data analyses carried out in this session will be grouped by banded age of the random adult (*agerband*) automatically. You can however, remove the split file by choosing Data, Split File... from the menu and then select the 'Analyse all cases, do not create groups' option.

Figure 51 - How the random adult usually travels to work grouped by Banded age of the random adult
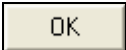
			Frequency	Percent	Valid Percent	Cumulative Percent
Banded age of random adult						
.	Valid	Walking	15	1.0	31.1	31.1
		Driver car,van	7	.5	14.8	45.8
		Passenger car,van	10	.7	20.0	65.8
		Bicycle	1	.0	1.4	67.2
		School bus	3	.2	7.0	74.3
		Works bus	2	.2	4.8	79.1
		Ordinary (service) bus	7	.5	14.2	93.3
		Rail	3	.2	6.7	100.0
		Total	49	3.3	100.0	
	Missing	System	1420	96.7		
	Total		1469	100.0		
16 to 24	Valid	Walking	613	19.6	24.6	24.6
		Driver car,van	550	17.6	22.1	46.7
		Passenger car,van	313	10.0	12.6	59.3
		Motorcycle,moped	7	.2	.3	59.5
		Bicycle	52	1.7	2.1	61.6
		School bus	98	3.1	3.9	65.6
		Works bus	23	.7	.9	66.5
		Ordinary (service) bus	608	19.5	24.4	90.9
		Taxi,minicab	19	.6	.8	91.7
		Rail	137	4.4	5.5	97.2
		Underground	18	.6	.7	98.0
		Ferry	5	.1	.2	98.1
		Aeroplane	2	.1	.1	98.2
		Other	45	1.4	1.8	100.0
		Total	2488	79.7	100.0	
	Missing	System	632	20.3		
	Total		3120	100.0		

How random adult usually travels to work/education

8.6.2 Crosstab Example

In this example we are going to split the data file by sex of random adult (*randsex*). We will then create a crosstab table showing how the random adult usually travels to work/education (*rd3*) by banded age of random adult (*agerband*). The output will be grouped by sex of random adult.
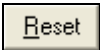
- Select **Data**, **Split File...** from the menu bar or click the Split File button ⊞ on the toolbar

- Click ⬚ Reset ⬚ if necessary to clear existing variables

- Select the *Compare groups* option

- Select the *randsex* variable and click ⬚ ► ⬚ (see Figure 52)

- Click ⬚ OK ⬚

❗Note   **The data file is now grouped by sex of random adult (*randsex*).**

Figure 52 - File split by Sex of random adult *(randsex)*
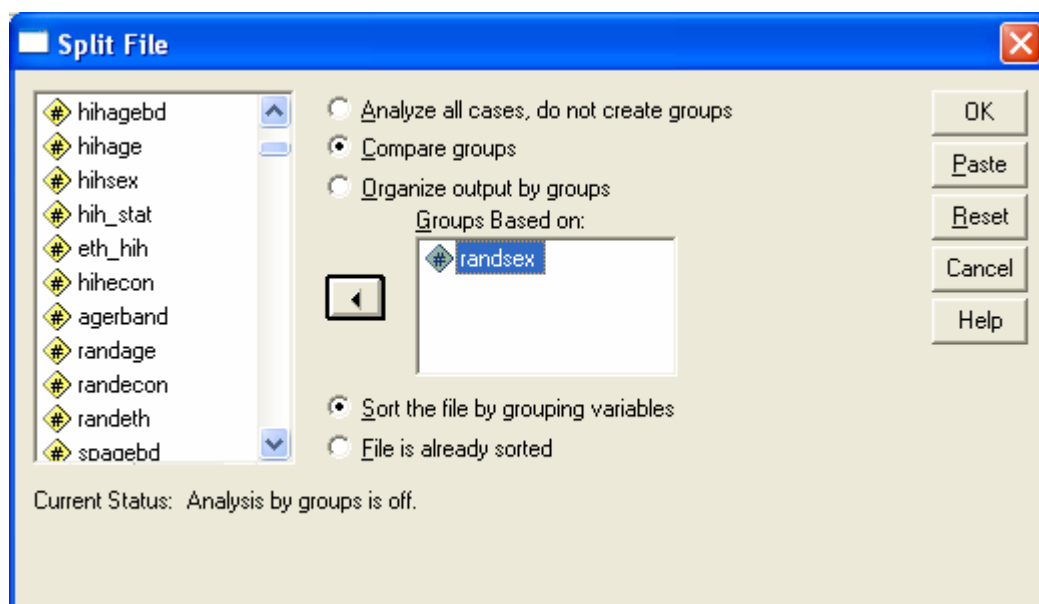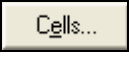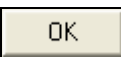
We are now going to create the crosstab table.

- Weight the data using *ind_wt* (see Section 8.1 on page 47)

- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button ⬚ if you have previously used Crosstabs

- Click ⬚ Reset ⬚ if necessary to clear existing variables

- Select *rd3* and click ⬚ ► ⬚ to add it as a *row* variable (see Figure 56)

- Select *agerband* and click [▸] to add it as a *column* variable

For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so on this occasion we display no percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 54)

- Uncheck the *row* percentages option if necessary

- Select [Continue] to return to the Crosstabs dialog box

- Select [OK]

The Viewer window now opens to display the crosstab table (see Figure 55).

! Note **In Section 8.10 which starts on page 79, we created a three-way crosstab table. The results of this table are displayed in Figure 85 on page 81 and are exactly the same as the results from this example shown in Figure 55 on page 61.**

Figure 53 - *rd3* and *agerband* added as row and column variables
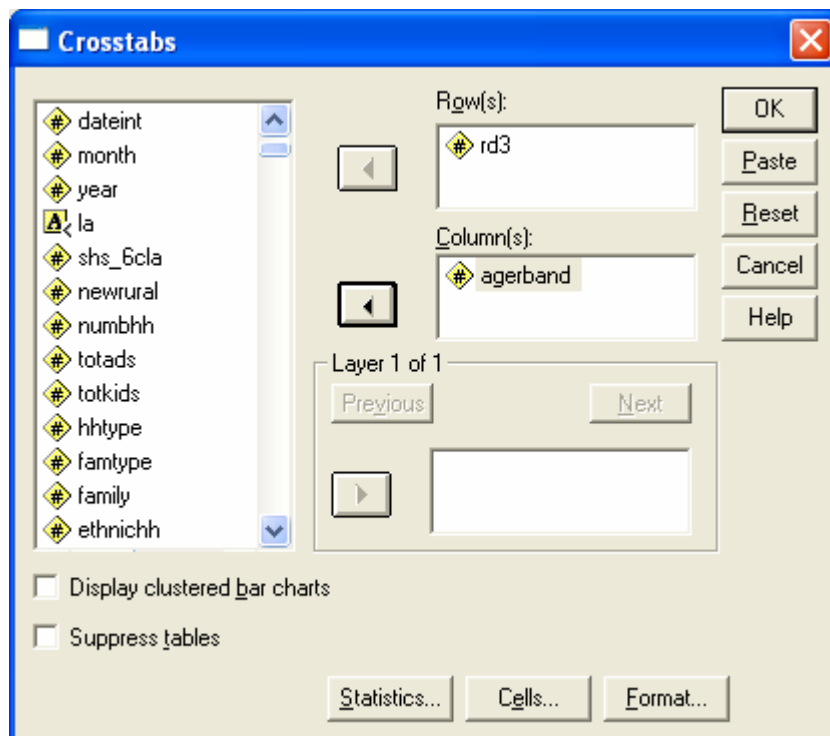
Figure 54 - Cell Display dialog box

No Percentages options selected
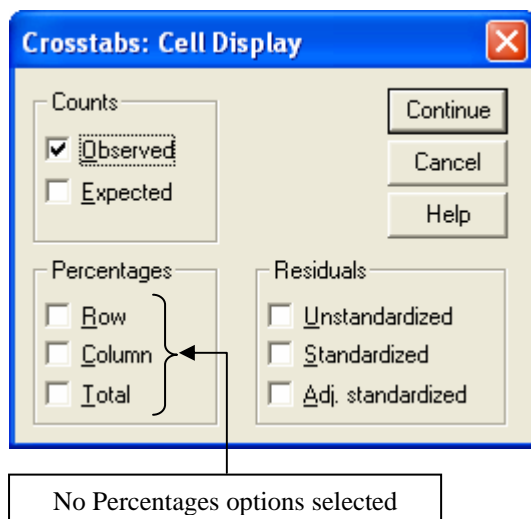
Figure 55 - How random adult usually travels to work by Banded age of random adult grouped by sex

8.7   Example 7 – Recoding into a New Variable

8.7.1   Recoding 'randage' into 'agerbnd2'

Recoding the *randage* variable will allow us to decide on the age groups we would like to analyse. We will have 3 broad age groups; 16 to 30, 31 to 65 and 66 to 100.
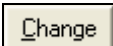
- Select **Transform**, **Recode**, **Into Different Variables...** from the menu bar
- Select the *randage* variable and click
- Enter the name *agerbnd2* for the output (new) variable
- Enter the optional label *New banded age of random adult* for the output (new) variable
- Click Change (see Figure 56)

Figure 56 - Recoding *randage* into new variable *agerbnd2*
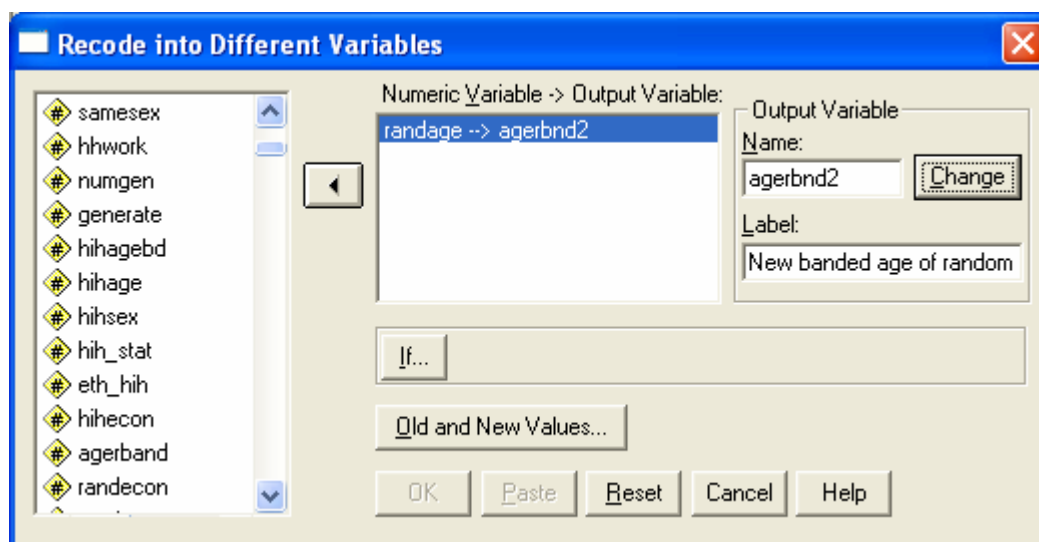
- Click Old and New Values... to recode the values
- In the Old Value column, select the first range option and specify the values *16* through *30* (see Figure 57)
- For the *New Value*, enter *1* (see Figure 57)
- Click Add

Figure 57 - Using the Range through option
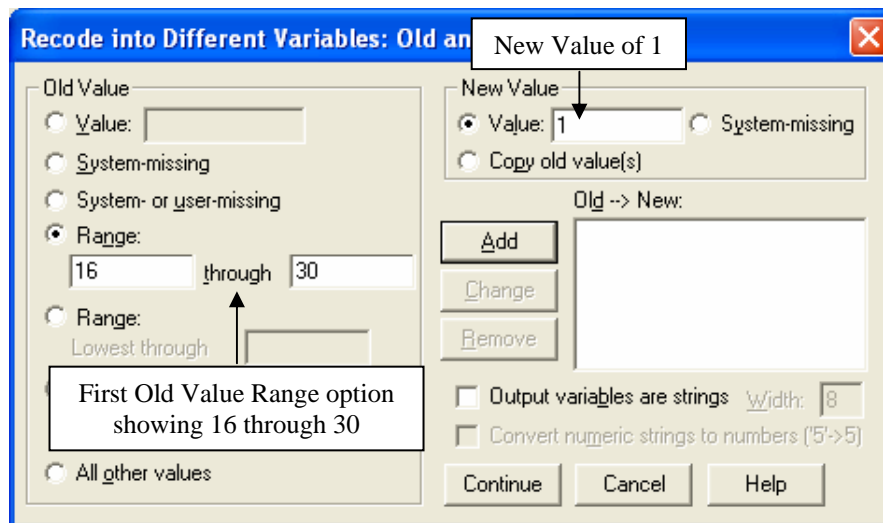
- Repeat using the *Old Value Range* of *31* through *65* and *New Value* of *2*

- Click [Add]

- Repeat using the *Old Value Range* of *66* through *100* and *New Value* of *3*

! Note **Although the Old and New Values dialog box will allow you to say '66 through highest' for Group 3, this is not recommended. Values of 99999 and similar are often used for responses like 'refused' or 'don't know' and these might be included in your recode. The best way to avoid this is to produce a frequency of AGERBAND and see what the highest real value is for the variable and use this to set the range of values to be used in the recode.**

- Click [Add] (see Figure 58)

- Click [Continue] to return to the Recode dialog box

- Click [OK]

! Note *agerbnd2* **will be displayed as the last variable in the list. You can press CTRL + ↓ on the keyboard to navigate to it.**

Figure 58 - All old values have been assigned new values
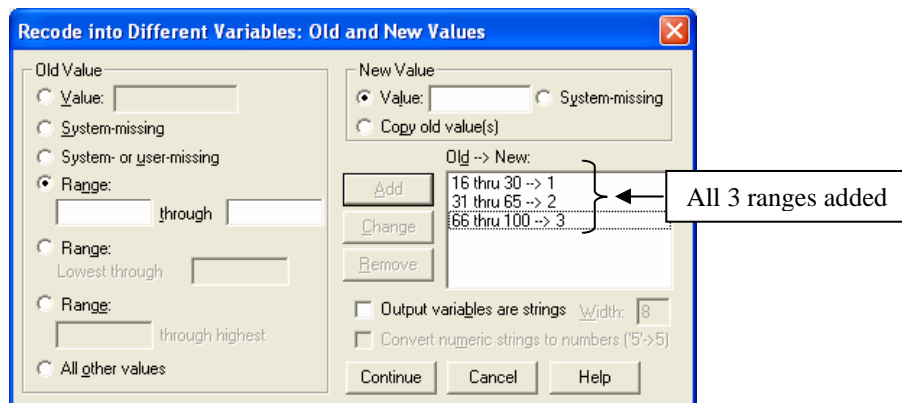
We are now going to assign Value Labels for the *agerbnd2* variable. A Value Label is simply descriptive text to help you identify the value.

- Select the Variable View tab ◄ ► \ Data View \ **Variable View** /
- Scroll down to the *agerbnd2* variable

! Note   *As mentioned on the previous page, agerbnd2 will be displayed as the last variable in the list. You can press CTRL + ↓ on the keyboard to navigate to it.*

- Select the values cell ⌊None ...⌋ for the *agerbnd2* variable
- Click ⌊...⌋ to open the Value Labels dialog box
- Enter the Value *1*
- Enter the Value Label *16 to 30* (see Figure 59)

! Note   **You can type anything you like as a Value Label. For example, we could have used 16-30 for the label discussed above.**

Figure 59 - First Value Label to be added
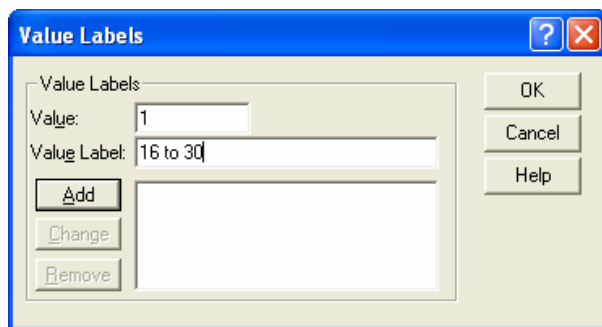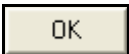
- Click ⌊ **Add** ⌋
- Repeat these steps to add the remaining values (see Figure 60):
  Value *2* Label *31 to 65*
  Value *3* Label *66 to 100*
- Click ⌊ OK ⌋

Figure 60 - All 3 Value Labels added
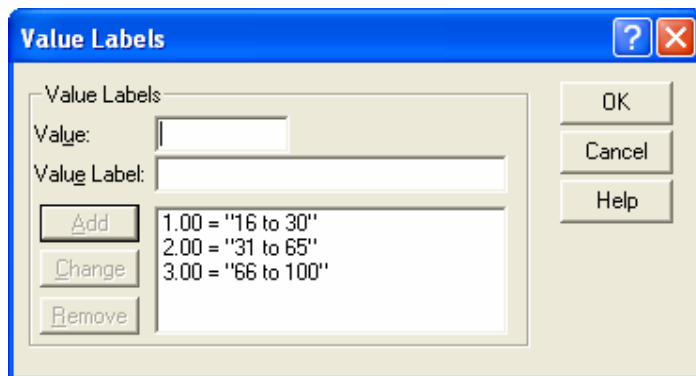
! Note   **You can now view the Value Labels for the *agerbnd2* variable in Data View (see Section 3.2.2 on page 8)**

8.7.2   Recoding 'rd3' into 'rd3new'

Before we recode the *rd3* variable, we are going to find out what its current values are because values of 99999 and similar are often used for responses like 'refused' or 'don't know' and these might be included in your recode otherwise.

- Select **Utilities**, **Variables...** from the menu bar or click [icon]
- Select the *rd3* variable and scroll down through the list of values to see which values are in use (see Figure 61). You will find there are 15 in total.
- Select [Close]

Figure 61 - rd3 variable information
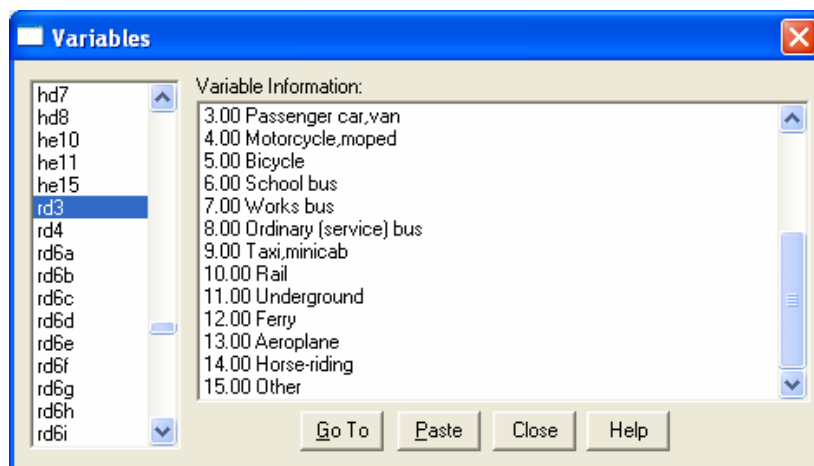
Recoding the *rd3* variable will allow us to group together various methods of travel. We will have 3 values: walking, car (driving or as a passenger) or other method of transport to work.

- Select **Transform**, **Recode**, **Into Different Variables...** from the menu bar
- Click [Reset] if necessary to clear existing variables
- Select the *rd3* variable and click [►]
- Enter the name *rd3new* for the output (new) variable
- Enter the optional label *How random adult usually travels to work* for the output (new) variable
- Click [Change] (see Figure 62)

Figure 62 – Recoding *rd3* into new variable *rd3new*
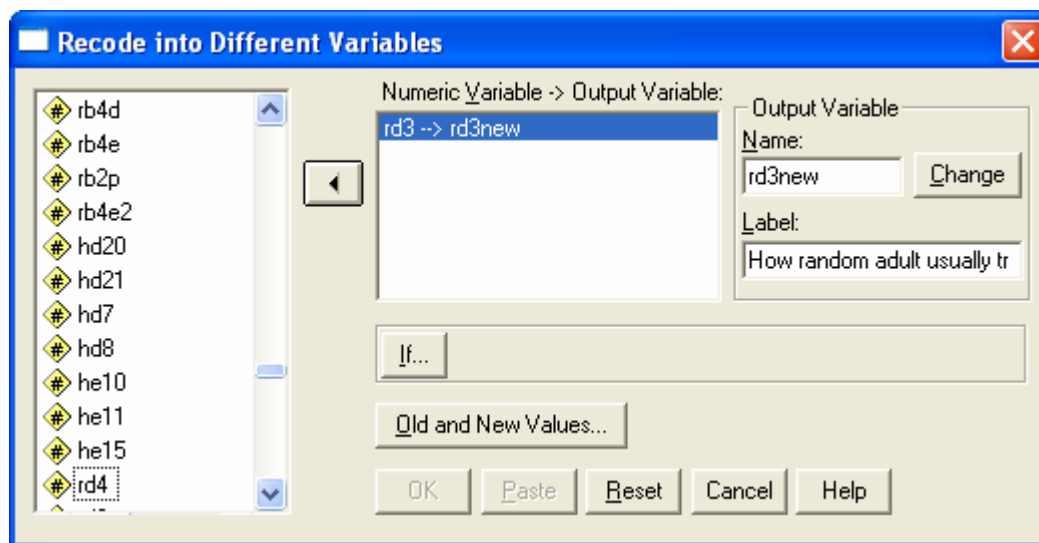
- Click [Old and New Values...] to recode the values
- Select the *Old Value* option and enter *1* (see Figure 63)
- For the *New Value*, enter *1* (see Figure 63)
- Click [Add]
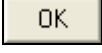
Figure 63 - Old Value of 1 and New Value of 1
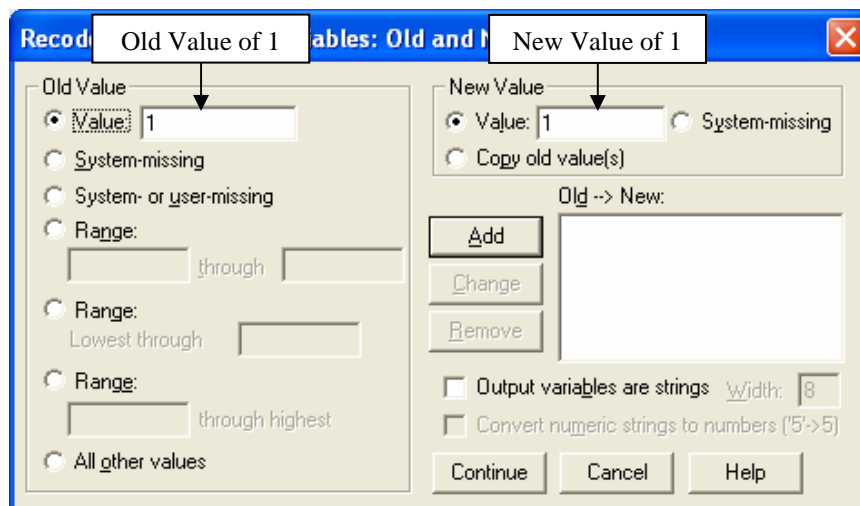
- Select the first *Old Value Range* option and specify the values *2* through *3* (see Figure 64)
- For the *New Value*, enter *2* (see Figure 64)
- Click [Add]

Figure 64 - Using the Range through option
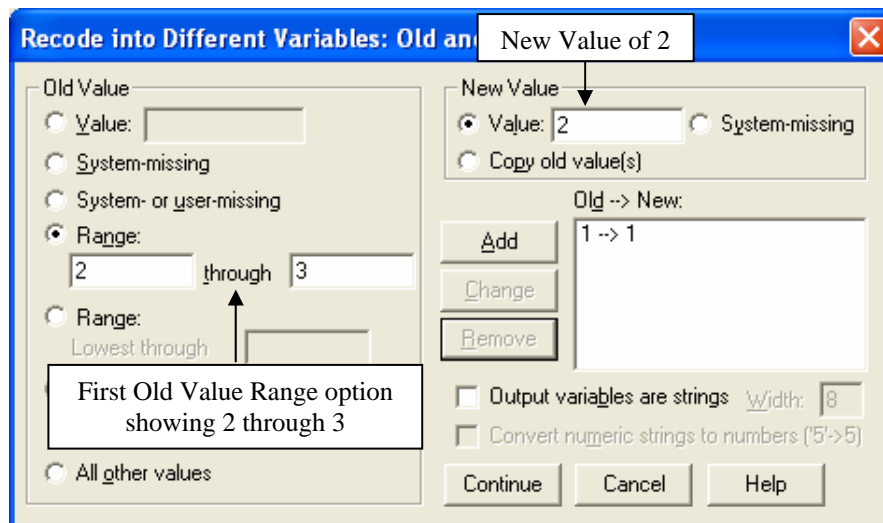
- Select the first *Old Value Range* option again and specify the values *4* through *15* (see Figure 65)
- For the *New Value*, enter *3* (see Figure 65)
- Click [Add] (see Figure 66)
- Click [Continue] to return to the Recode dialog box
- Click [OK]

! Note   **The new variable will be displayed at the end of the dataset.**

Figure 65 - Using the Range through option
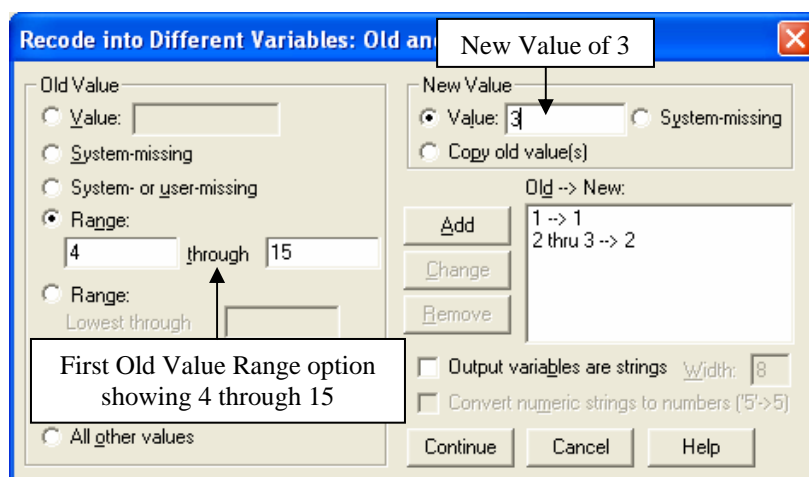
Figure 66 - All old values have been assigned new ones
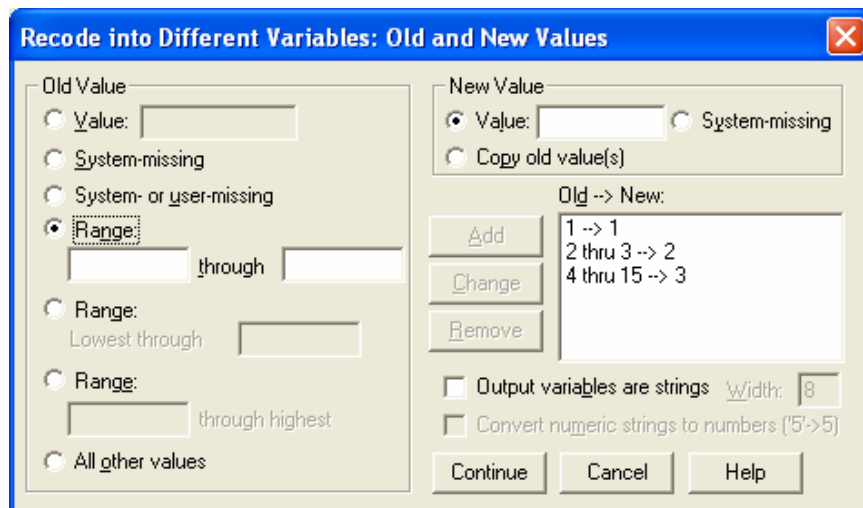
We are now going to assign Value Labels for the *rd3new* variable

- Select the Variable View tab
- Scroll down to the *rd3new* variable

! Note **rd3new will be displayed as the last variable in the list. You can press CTRL + ↓ on the keyboard to navigate to it.**

- Select the values cell for the *rd3new* variable
- Click to open the Value Labels dialog box (see Figure 67)
- Enter the Value *1*
- Enter the Value Label *Walking*

Figure 67 - First Value Label to be added
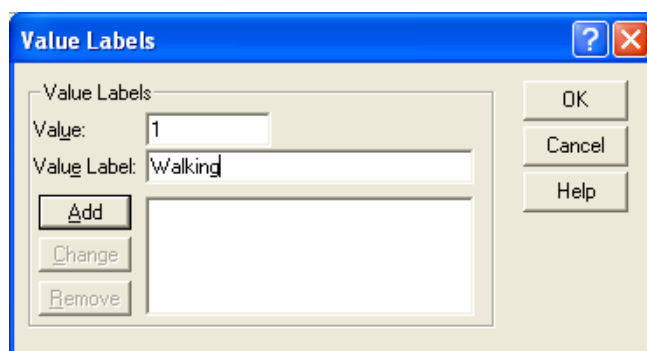
- Click
- Repeat these steps to add the remaining values (see Figure 68):
  Value *2* Value Label *Car*
  Value *3* Value Label *Other*

- Click [OK]

Figure 68 - All 3 Value Labels added
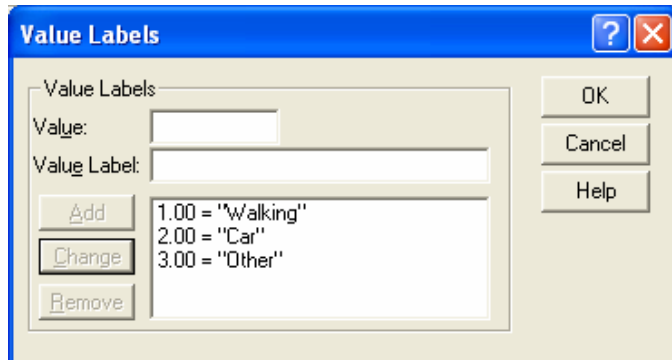
! Note **You can now view the Value Labels for the *rd3new* variable in Data View (see Section 3.2.2 on page 8).**

! Note **Collapsing categories like this is one way of trying to get around the problem when a small number of cases in each cell makes it difficult to detect significant differences.**

8.7.3 Recoding 'la' into 'lanew'

In this example, we are going to recode the *la* variable so that we can compare Clackmannanshire with the rest of Scotland. To find out what the current values are for the *la* variable see Section 8.5 on page 53.

- Select **Transform**, **Recode**, **Into Different Variables...** from the menu bar

! Note **At this stage, you can display the current values of the *la* variable by right clicking the variable and selecting *Variable Information* from the shortcut menu (see Figure 69 and Figure 70).**
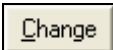
- Select the *la* variable and click [▶]

- Enter the name *lanew* for the output (new) variable

- Enter the optional label *Clackmannanshire or rest of Scotland identifier* for the output (new) variable

- Click [Change] (see Figure 71)

Figure 69 - Right clicking the *la* variable
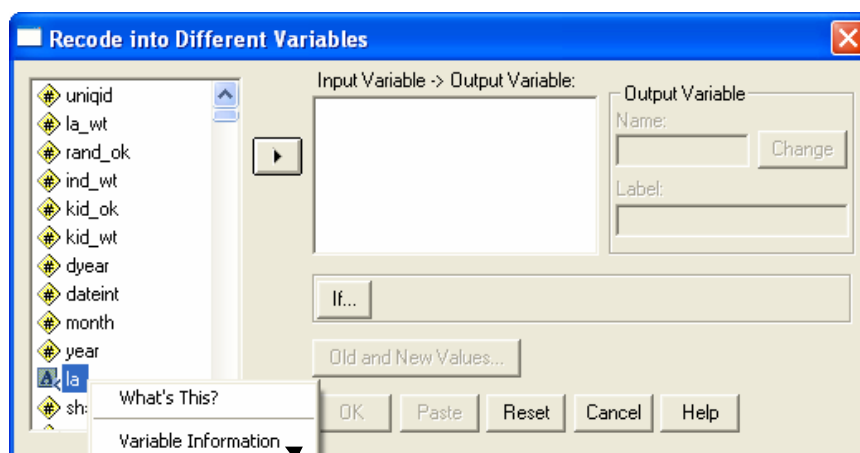
Figure 70 - *la* variable information

Right clicking the *la* variable and selecting *Variable Information* as shown in Figure 69 displays the information in Figure 70
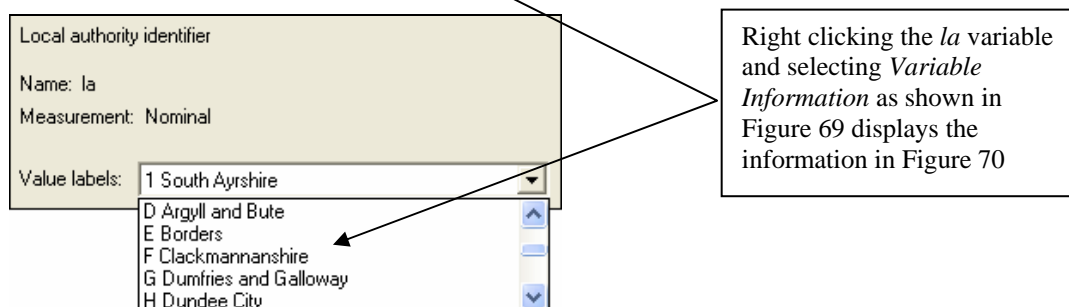
Figure 71 - Recoding *la* into new variable *lanew*
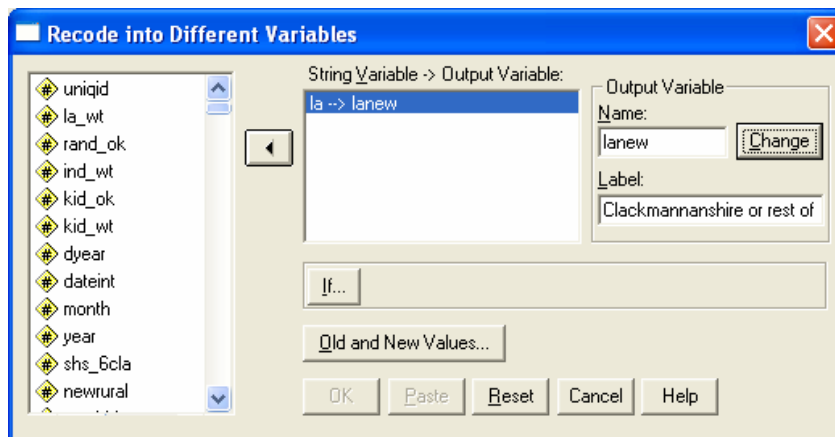
- Click ![Old and New Values...] to recode the values

- Select the *Old Value* option and enter *F* (see Figure 72)

- For the *New Value*, enter *1* (see Figure 72)

- Click ![Add]

Figure 72 - Old Value of F and New Value of 1
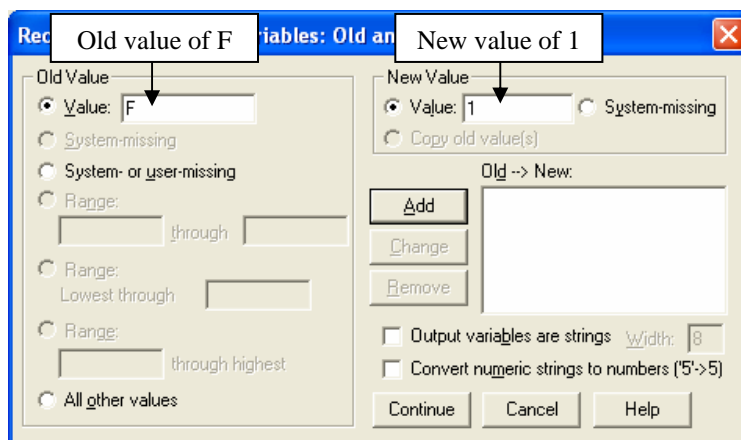
- Select the *Old Value All other values* option (see Figure 73)

- For the *New Value*, enter *2* (see Figure 73)

- Click ![Add] (see Figure 74)

! Note   **Using the *All Other Values* option breaks the rule we established earlier about knowing exactly what the variable's values are. However, we know that every case has a value and every value represents another local authority so, in this instance, it's acceptable.**

Figure 73 - Using the All Other Values option
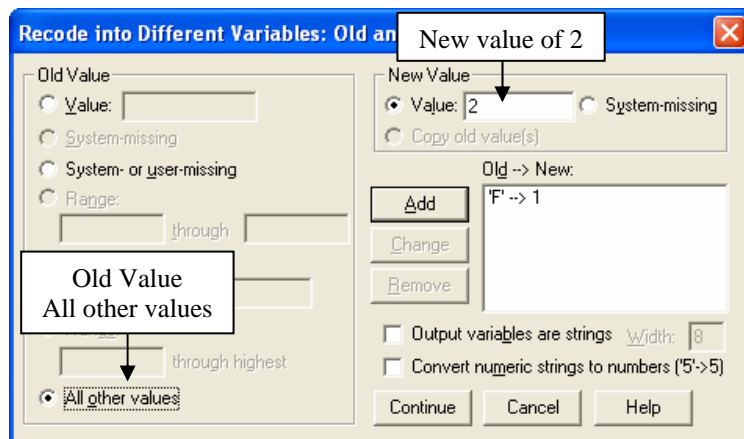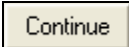
Figure 74 - All old values have been assigned new ones
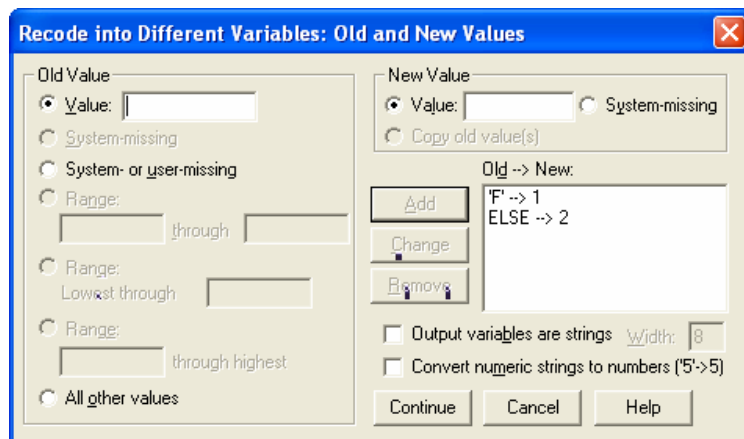
- Click [Continue] to return to the Recode dialog box
- Click [OK]

! **Note**   **The new variable will be displayed at the end of the dataset.**

We are now going to assign Value Labels for the *lanew* variable.

- Select the Variable View tab ◄ ► \ Data View \ **Variable View** /
- Scroll down to the *lanew* variable

! **Note**   ***lanew* will be displayed as the last variable in the list. You can press CTRL + ↓ on the keyboard to navigate to it.**

- Select the values cell [None ...] for the *lanew* variable
- Click [...] to open the Value Labels dialog box (see Figure 75)
- Enter the Value *1*

- Enter the Value Label *Clackmannanshire*

Figure 75 - First Value Label to be added

- Click [Add]
- Enter the Value *2*
- Enter the Value Label *Rest of Scotland*
- Click [Add] (see Figure 76)

Figure 76 - Both value labels added

- Click [OK]

! Note   **You can now view the Value Labels for the *lanew* variable in Data View (see Section 3.2.2 on page 8).**

8.8   Example 8 – 'rd3new' by 'agerband' Crosstab

This example shows how the random adult usually travels to work/education by banded age of random adult. We are using the new variable *rd3new*. We created this variable by recoding *rd3* (see Section 8.7.2 on page 66).

- Weight the data using *ind_wt* (see Section 8.1 on page 47)

- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button ![icon] if you have previously used Crosstabs

- Click ![Reset] if necessary to clear existing variables

- Select *rd3new* and click ![arrow] to add it as a *row* variable (see Figure 77)

- Select *agerband* and click ![arrow] to add it as a *column* variable

Figure 77 - *rd3new* and *agerband* added as row and column variables
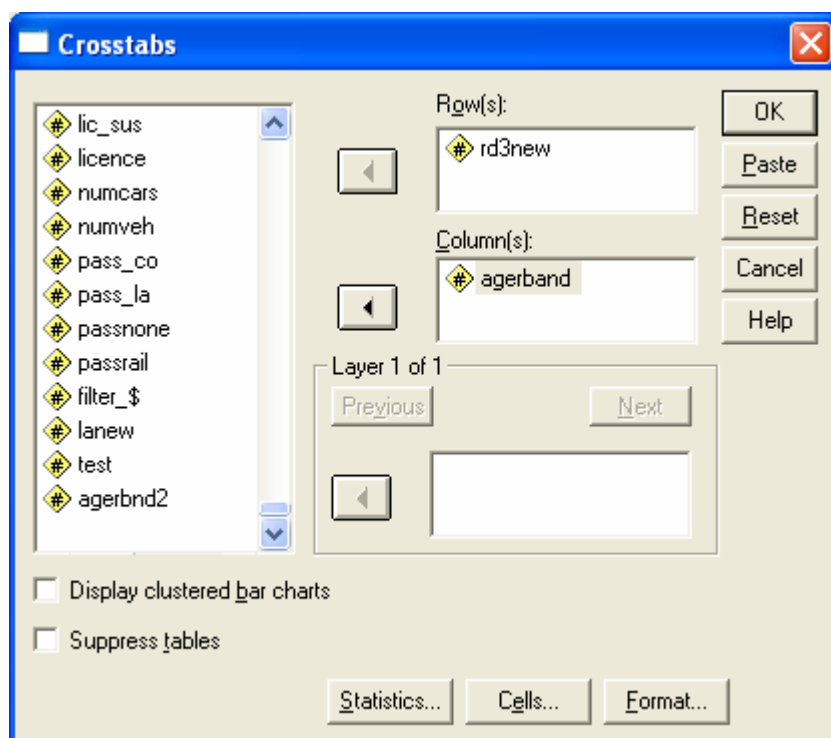
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select ![Cells...] to display the Cells dialog box (see Figure 78)

- Select the *column* percentages option

- Select ![Continue] to return to the Crosstabs dialog box

- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 79).

Figure 78 - Cell Display dialog box

Column Percentages option
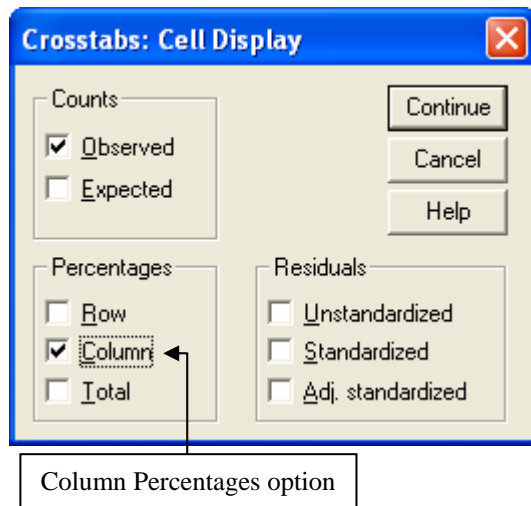
Figure 79 - How random adult usually travels to work/education by Banded age of random adult

8.9   Example 9 – 'rd3new' by 'agerbnd2' Crosstab

This example shows how the random adult usually travels to work/education by banded age of random adult. We are using the new variables *rd3new* and *agerbnd2*. We created these variables by recoding *rd3* and *randage* (see Sections 8.7.1 and 8.7.2 on pages 62 and 66).
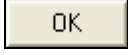
- Select **Analyze, Descriptive Statistics, Crosstabs...** from the menu bar or click the Dialog Recall button [icon] if you have previously used Crosstabs
- Click [Reset] if necessary to clear existing variables
- Select *rd3new* and click [▶] to add it as a *row* variable
- Select *agerbnd2* and click [▶] to add it as a *column* variable (see Figure 80)

Figure 80 - *rd3new* and *agerbnd2* added as row and column variables
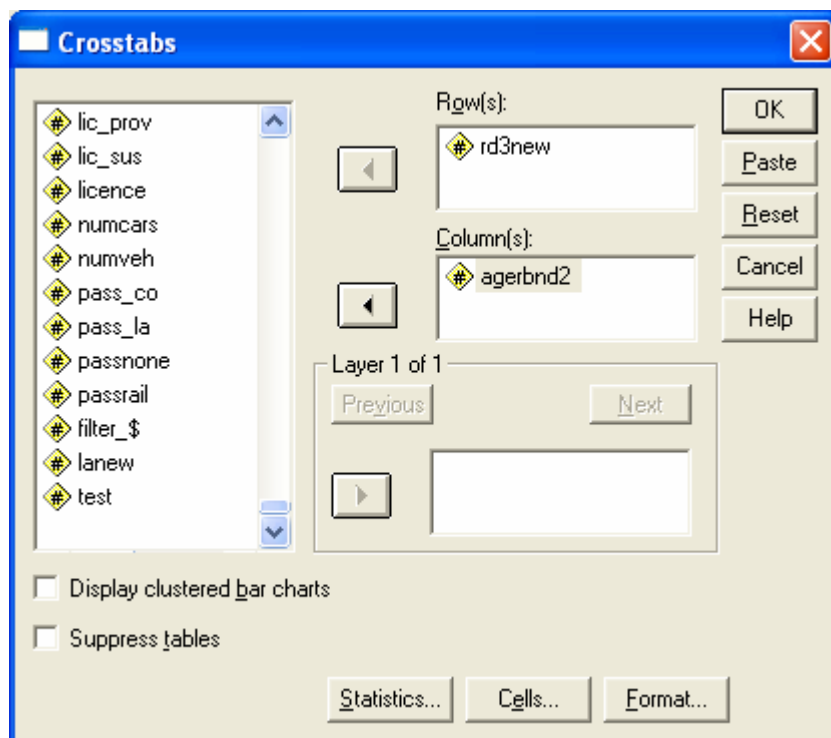
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 81)
- Select the *column* percentages option
- Select [Continue] to return to the Crosstabs dialog box
- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 82).

Figure 81 - Cell Display dialog box

Column Percentages option
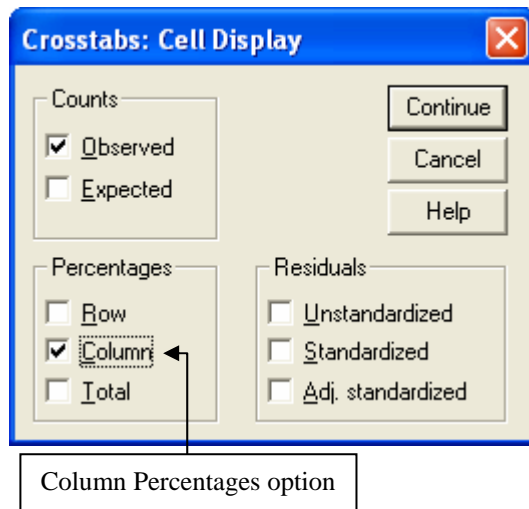
Figure 82 - How random adult usually travels to work/education by New banded age of random adult

! **Note** **Collapsing categories like this is one way of trying to get around the problem when a small number of cases in each cell makes it difficult to detect significant differences.**

8.10   Example 10 – Three-Way Crosstab

This example shows how the random adult usually travels to work/education by banded age of random adult by sex of random adult. We are using the new variables *rd3new* and *agerbnd2*. We created these variables by recoding *rd3* and *randage* (see Sections 8.7.1 and 8.7.2 on pages 62 and 66).
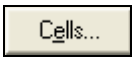
- Weight the data using *ind_wt* (see Section 8.1 on page 47)

- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button [image] if you have previously used Crosstabs

- Click [Reset] if necessary to clear existing variables

- Select *rd3new* and click [▶] to add it as a *row* variable (see Figure 83)

- Select *agerbnd2* and click [▶] to add it as a *column* variable

- Select *randsex* and click [▶] to add it as a *layer* variable

Figure 83 – *rd3new*, *agerbnd2* and *randsex* added as row, column and layer variables
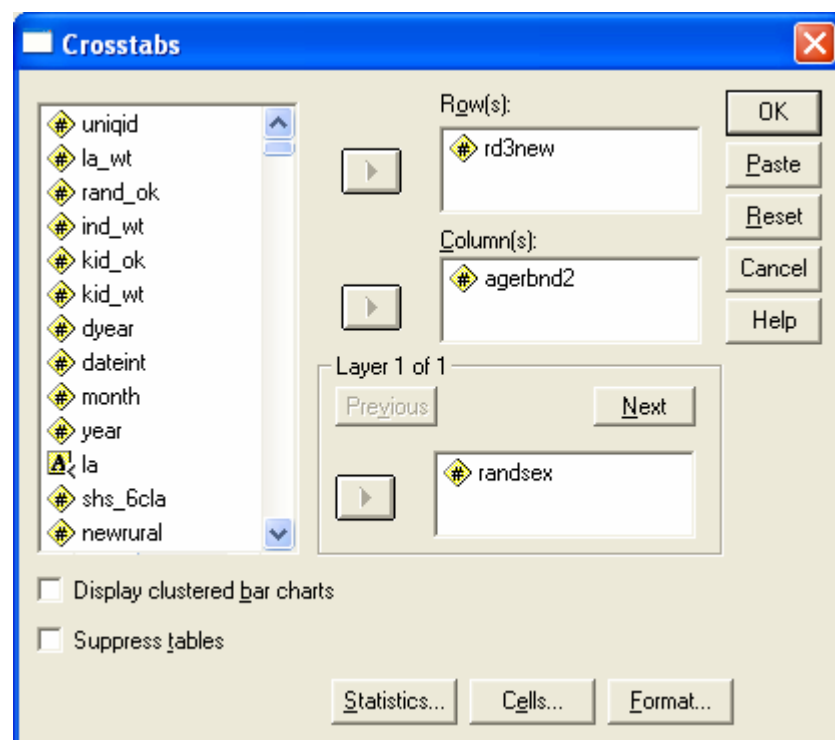
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 84)
- Select the *column* percentages option

- Select [Continue] to return to the Crosstabs dialog box

- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 85). It is adviseable to save your output within this viewer window in order to complete the following illustrative example. Alternatively, you could simply leave this window OPEN and switch to the data file.

Figure 84 - Cell Display dialog box

Column Percentages option
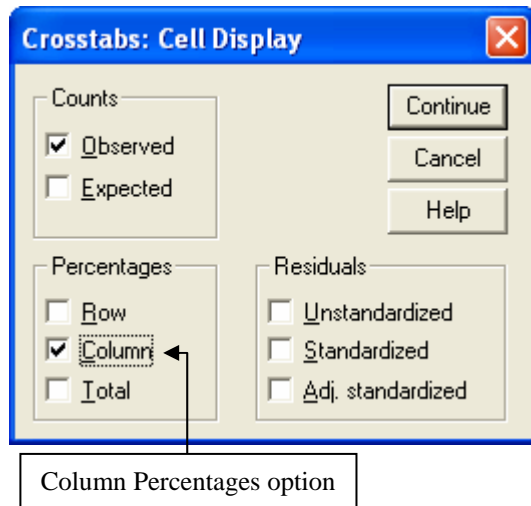
Figure 85 - How random adult usually travels to work/education by Banded age of random adult by Sex

There are three comments that can be made about this table.

- When split by sex, the number of people in each of the age groups 66-100 years is too small to compare men and women or the modes of transport used.

- In the other two age groups, women seem to be more likely than men to walk to work but checking the results shows that the difference in walking between men and women aged 16-30 years is not significant but the difference in the 31-65 age group is significant.

- Checking the results for using a car, however, shows that the difference between men and women aged 16-30 years is significant so although you cannot say that women aged 16-30 years are more likely to walk, you can say that they are less likely to use a car.

8.11 Example 11 – Changing the Table Layout

In this example we are going to change the layout of the three-way crosstab table created in Example 10 which starts on page 79. At present, the sex of random adult is the first variable in the Row dimension. We are going to change its position to the Layer dimension. Figure 86 displays the current layout of the table.

- Create the three-way crosstab table in Example 10 if you have not saved it or left the viewer window open.
- Within the Viewer window, activate the crosstab table by double-clicking it.
- Turn on the Pivoting Trays window if not already displayed by selecting **Pivot**, **Pivoting Trays** from the menu bar (see Figure 86).

! Note **If this menu is not displayed, you have clicked outside of the table. Double-click the table to reactivate it.**

Figure 86 – Activated table displaying Pivoting Trays window
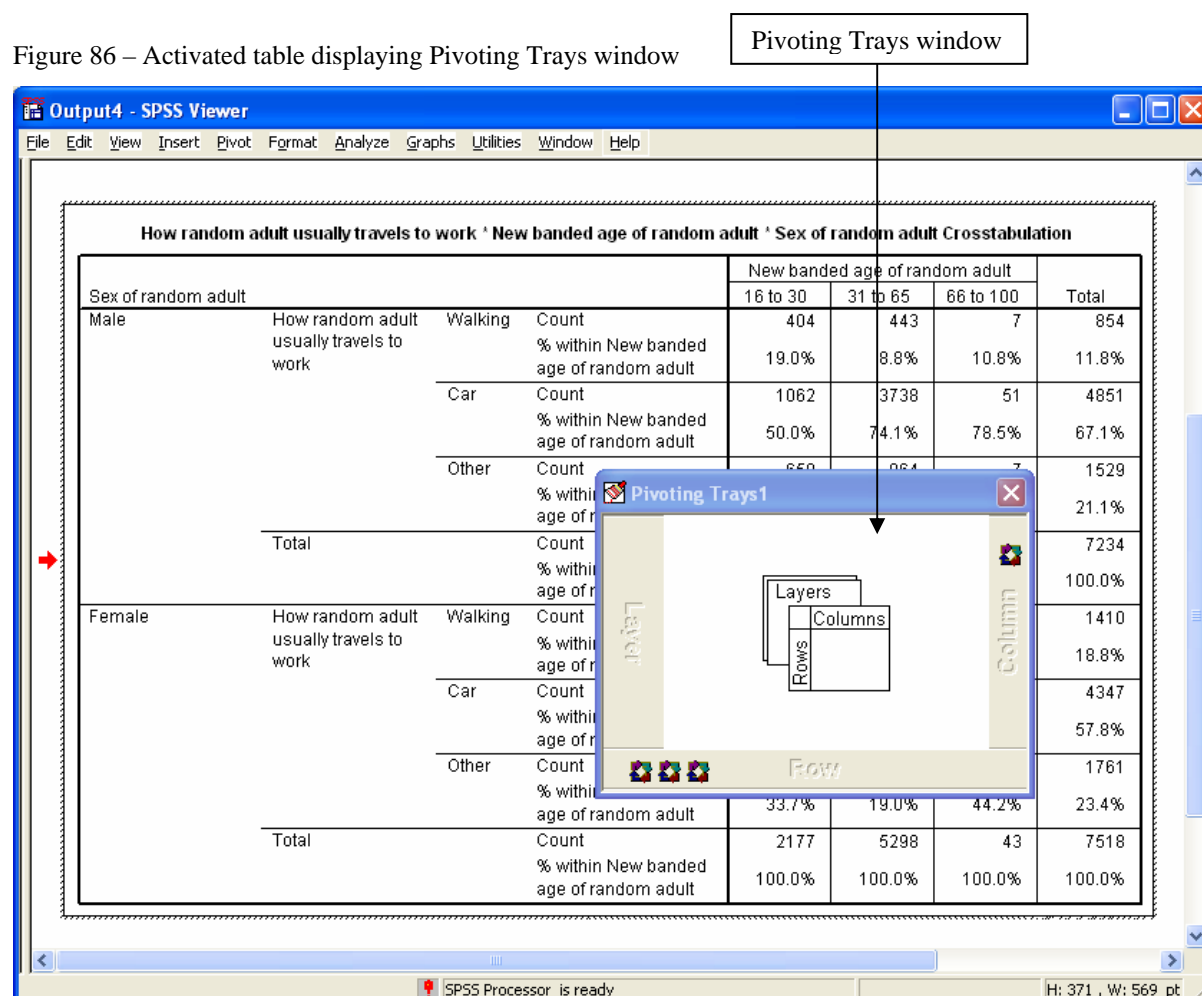
- Drag the first pivot icon (sex of random adult) from the Row dimension to the Layer dimension

When you click and hold any pivot icon, a screen tip is displayed to indicate which variable the icon represents.

- The table updates automatically (see Figure 87)

Figure 87 - Sex of random adult showing Male in the Layer dimension

Sex of random adult drop-down list

You can click the drop-down arrow to change the sex of random adult, which automatically updates the results in the table. Figure 88 shows the results for females in the table.

Figure 88 - Sex of random adult showing Female in the Layer dimension

Try experimenting with some other layouts. For example, drag the *sex of random adult* icon to the Column dimension and the *banded age of random adult* to the Layer dimension.

8.12 Example 12 – Multiple Responses

In previous examples, survey respondents could only give one answer to the questions. Some questions allow multiple answers. For example, question rb2 asks what aspects of their local area the respondent likes. This can have many responses. These multiple responses are stored in separate variables, each of which has a Yes/No response (referred to as a dichotomy) or a range of responses. SPSS provides a way of analysing each respondent's multiple responses.

In this example we are going to look at the aspects well liked within your local area. Before we can do this we need to group together all the rb2 variables. This is known as defining a multiple response set. We will then look at creating a multiple response frequency and crosstab.

8.12.1 Define a Set
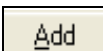
- Select **Analyze**, **Multiple Response**, **Define Sets...** from the menu bar

- Select all *rb2* variables (*rb2a – rb2o*) and click ![button] (see Figure 89)

!Note   **To select all of the *rb2* variables, click *rb2a*, scroll down until you can see *rb2o* and holding the [Shift] key, click *rb2o*.**

- Set the Dichotomies Counted value to *1* i.e. only counting Yes responses, which have a value of 1

- Type the name *rb2* for the multiple response set

- Type the label *Aspects liked within local area* for the multiple response set

Figure 89 - Multiple Response Sets

- Click ![Add]
- Click ![Close]
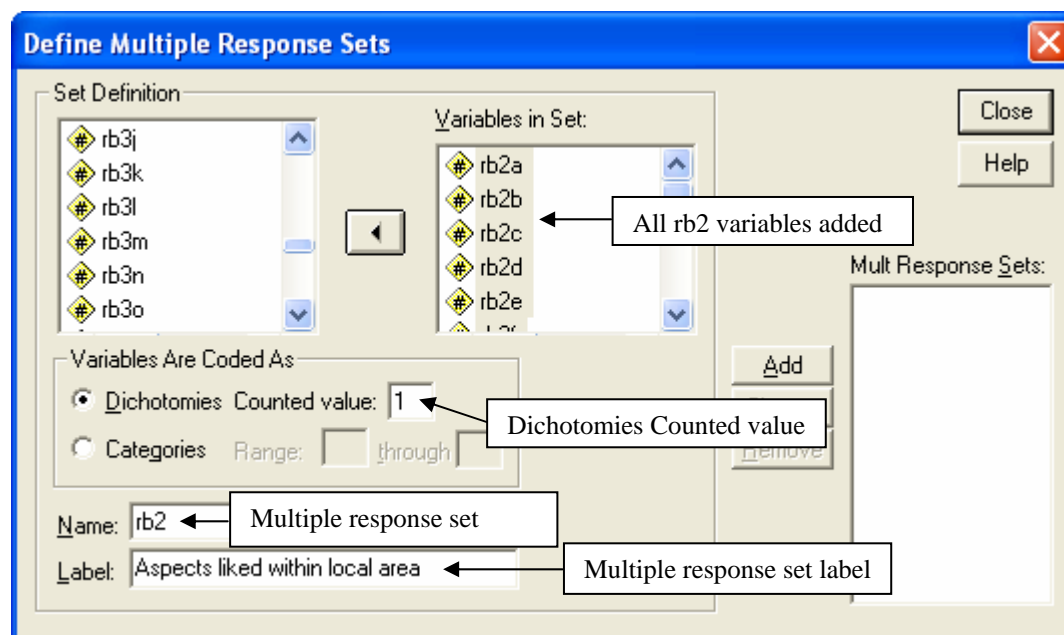
8.12.2 Multiple Response Frequency
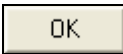
- Select **Analyze**, **Multiple Response**, **Frequencies**... from the menu bar
- Select the *$rb2* multiple response set and click ![▶] (see Figure 90)
- Click ![OK] (see Figure 91)

Figure 90 - Multiple Response Frequencies
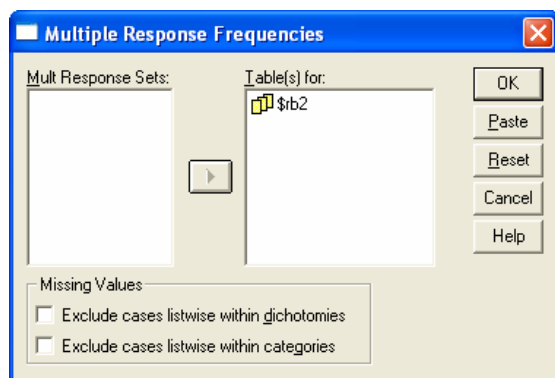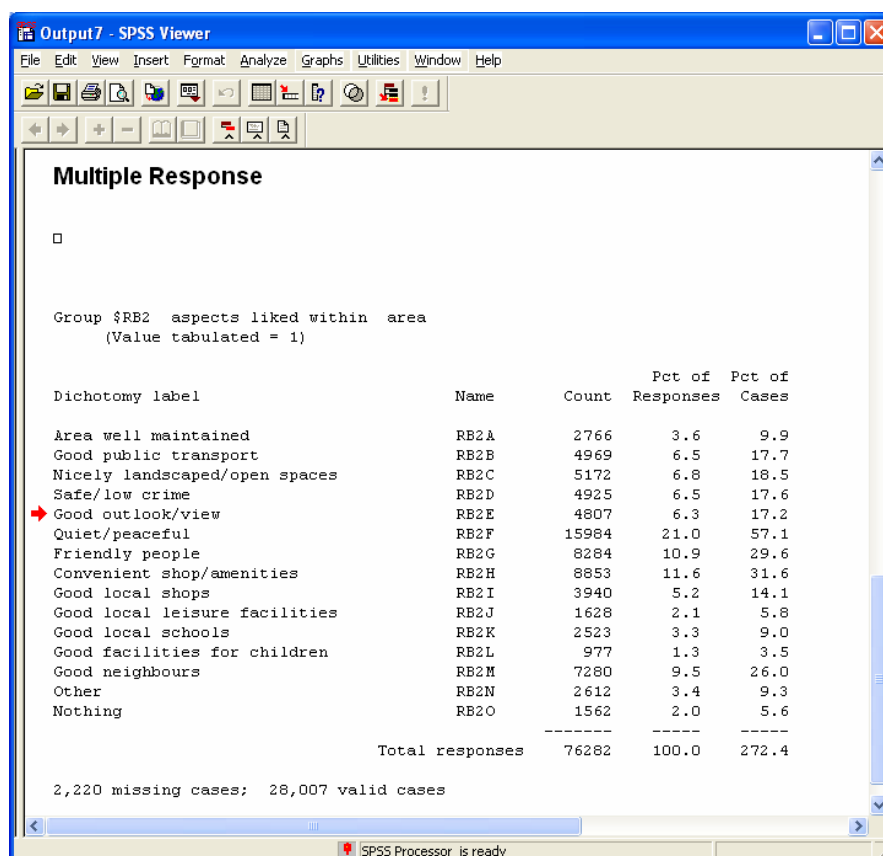
Figure 91 - *$rb2* Multiple Response Frequency

8.12.3 Multiple Response Crosstab

- Select **Analyze**, **Multiple Response**, **Crosstabs...** from the menu bar
- Click [Reset] if necessary to clear existing variables
- Select the multiple response set *$rb2* and click [▶] to add it as a *row* variable
- Select *tenure* and click [▶] to add it as a *column* variable (see Figure 92)

Figure 92 - Multipe Response Crosstabs
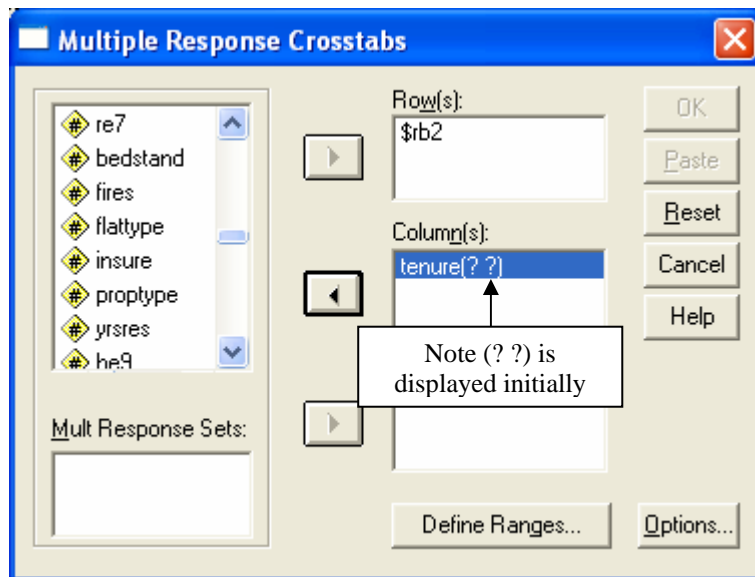
- Click [Define Ranges...]
- Enter a minimum value of *1* and a maximum value of *99* (see Figure 93)

! Note   **The range of values used should be the variable's actual range of values (i.e. *1* to *6* for *tenure*) however, using *1* to *99* will use all the available values of the variable if there are fewer than 99.**

- Click [Continue]
- Click [OK]

Figure 93 - Define Ranges
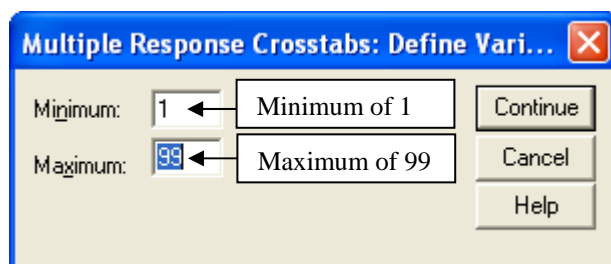
The Viewer window now opens to display the Crosstab table (see Figure 94 and Figure 95).

Figure 94 - Start of the multiple response crosstabulation

Figure 95 - Remainder of the multiple response crosstabulation

8.13   Example 13 – Computing a New Variable

This example takes you through the steps of analysing whether the use of recycling facilities is related to the number of cars in the household. It starts by creating a crosstab table to see if a relationship exists. It then recodes the variables to make it easier to establish a relationship and finally computes a new variable from the recoded variables.

We are now going to create a crosstab table to show frequency of respondents use of recycling facilities (*rf5*) by number of cars household has access to (*numcars*).

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button ![icon] if you have previously used Crosstabs
- Click ![Reset] if necessary to clear existing variables
- Select *rf5* and click ![arrow] to add it as a *row* variable (see Figure 96)
- Select *numcars* and click ![arrow] to add it as a *column* variable

Figure 96 – *rf5* and *numcars* added as row and column variables
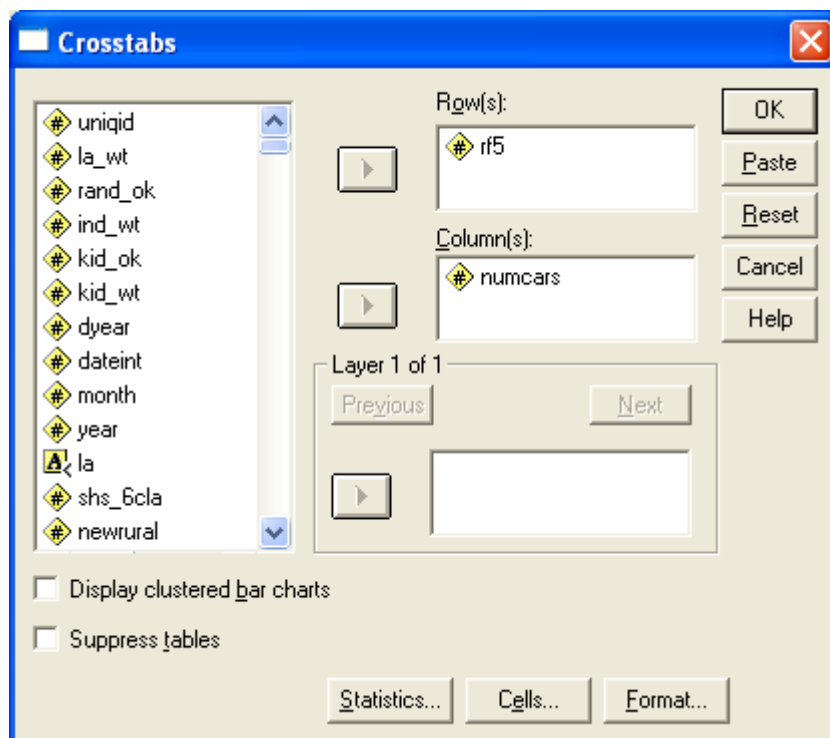
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 97)
- Select the *column* percentages option
- Select [Continue] to return to the Crosstabs dialog box
- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 98).
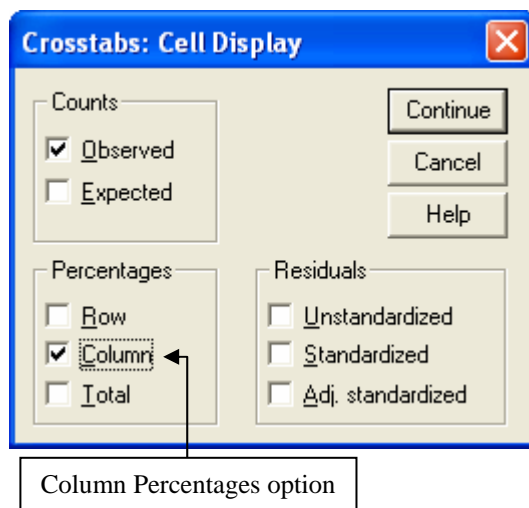
Figure 97 - Cell Display dialog

Column Percentages option
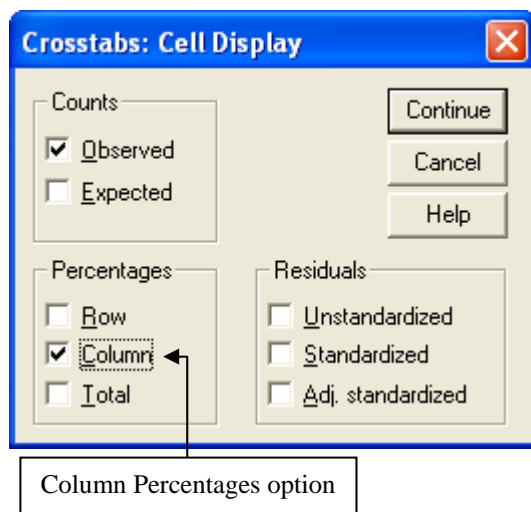
Figure 98 – Respondents use of recycling facilities by Number of cars household has access to

Frequency of respondents use of recycling facilities * Number of cars household has access to Crosstabulation

| | | Number of cars household has access to | | | | Total |
		None	One	Two	Three or more	
Frequency of respondents use of recycling facilities	Every day	41	83	56	12	192
		1.0%	1.3%	2.1%	2.3%	1.4%
	At least once a week	326	926	461	92	1805
		7.8%	14.4%	17.5%	17.9%	13.1%
	At least once a month	472	1353	643	108	2576
		11.3%	21.0%	24.3%	21.0%	18.7%
	Within the last 6 months	179	594	263	61	1097
		4.3%	9.2%	10.0%	11.9%	8.0%
	Within the last year	86	202	100	26	414
		2.1%	3.1%	3.8%	5.1%	3.0%
	Longer ago	133	250	107	22	512
		3.2%	3.9%	4.1%	4.3%	3.7%
	Never	2620	2751	944	179	6494
		62.5%	42.8%	35.7%	34.8%	47.1%
	None available	313	259	57	14	643
		7.5%	4.0%	2.2%	2.7%	4.7%
	Don't know,Can't remember	22	15	10	0	47
		.5%	.2%	.4%	.0%	.3%
Total		4192	6433	2641	514	13780
		100.0%	100.0%	100.0%	100.0%	100.0%

This suggests that there is a relationship between recycling and household access to a car. However, *rf5* is very broad with a wide variety of different possible frequencies of recycling and this makes the relationship less clear. It might become clearer if we collapse *rf5* into fewer broad categories and collapse *numcars* because currently there is no difference between having two, or three or more, cars.

Recoding the *rf5* variable will allow us to decide on the categories we would like to analyse. We will have 3 broad categories; Frequent (once a month or more), Infrequent (less than once a month but not never) and Never.

Before we recode the *rf5* variable, we are going to find out what its current values are.
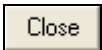
- Select **Utilities**, **Variables...** from the menu bar or click [button]

- Select the *rf5* variable and take note of the values in use (see Figure 99)

- Select [Close]

Figure 99 - Values of the *rf5* variable
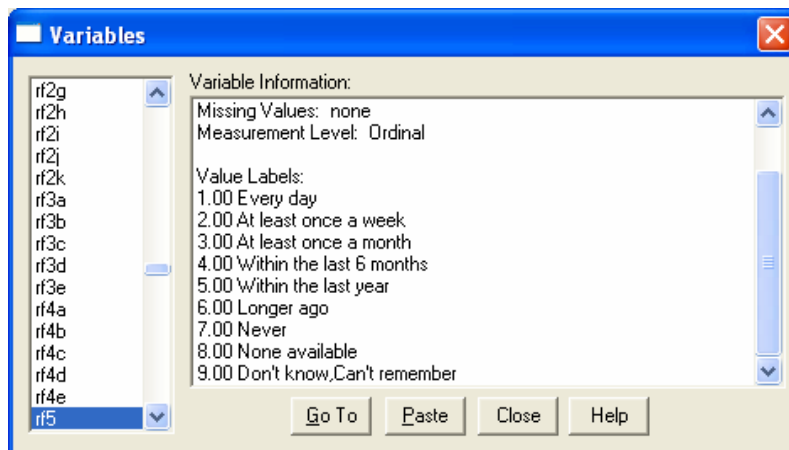
To recode the variable:

- Select **Transform**, **Recode**, **Into Different Variables...** from the menu bar

- Select the *rf5* variable and click [▸]

- Enter the name *recycle* for the output (new) variable

- Enter the optional label *How often respondent recycles - reduced rf5* for the output (new) variable

- Click [Change] (see Figure 100)

Figure 100 - Recoding *rf5* into new variable *recycle*
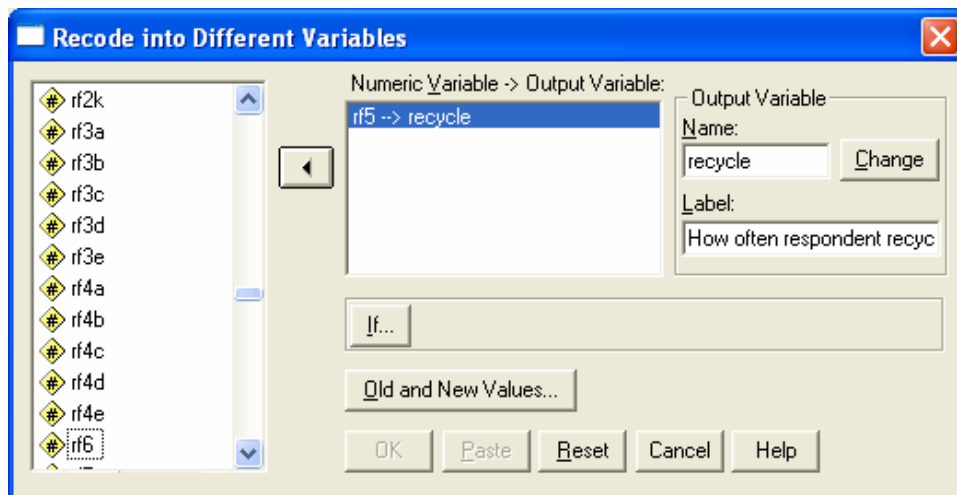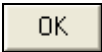
- Click [Old and New Values...] to recode the values

- Select the first *Old Value Range* option and specify the values *1* through *3* (see Figure 101)

- For the *New Value*, enter *1* (see Figure 101)

- Click [Add]

Figure 101 - Using the Range through option
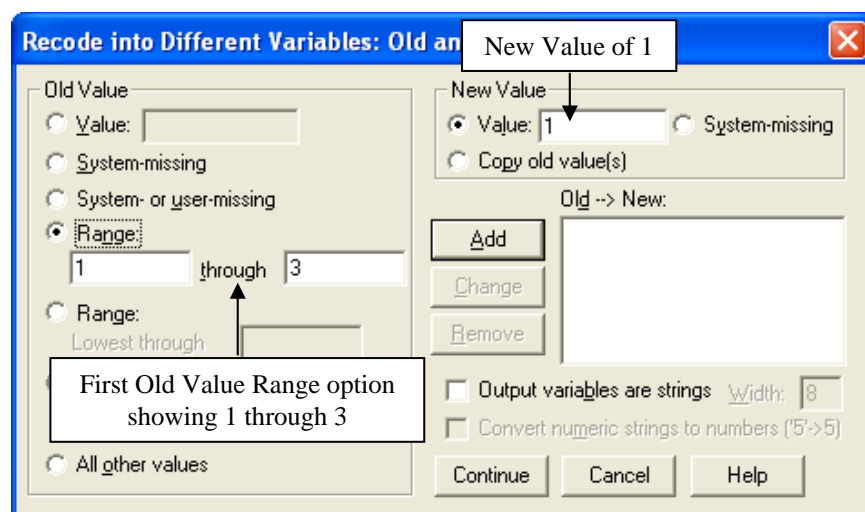
- Repeat using the *Old Value Range* of *4* through *6* and *New Value* of *2*
- Click [Add]
- Repeat using the *Old Value Range* of *7* through *8* and *New Value* of *3*
- Click [Add] (see Figure 102)
- Click [Continue] to return to the Recode dialog box
- Click [OK]

! Note   The new recycle variable will be displayed at the end of the dataset.

Figure 102 - All Old Values have been assigned New Values
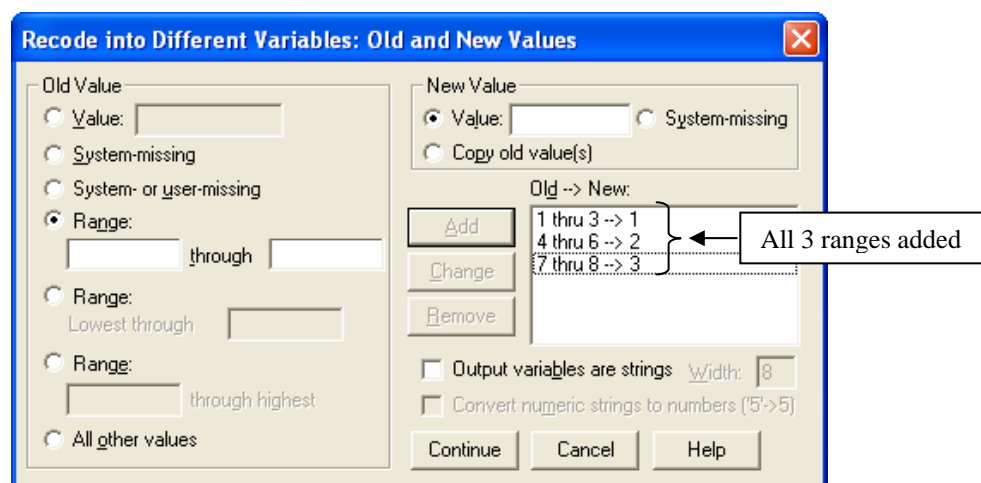
We are now going to assign Value Labels for the *recycle* variable. A Value Label is simply descriptive text to help you identify the value.

- Select the Variable View tab ◄ ► \ Data View \ **Variable View** /
- Scroll down to the *recycle* variable

! Note   *recycle* **will be displayed as the last variable in the list. You can press** C\ TRL **+ ↓ on the keyboard to navigate to it.**

- Select the values cell ⌷None ⌷...⌷ for the *recycle* variable
- Click ⌷...⌷ to open the Value Labels dialog box
- Enter the Value *1*
- Enter the Value Label *Frequent* (see Figure 103)

Figure 103 - First Value Label to be added
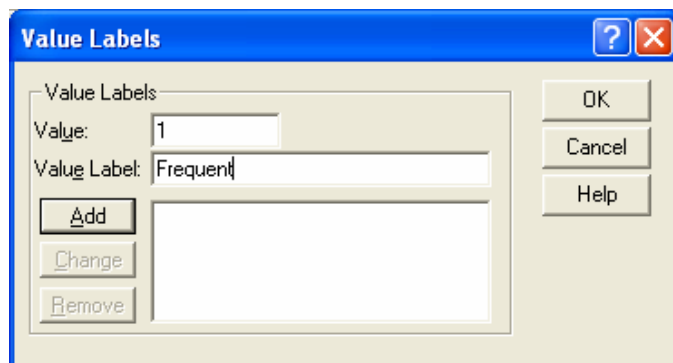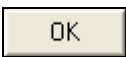
- Click ⌷ Add ⌷
- Repeat these steps to add the remaining values (see Figure 104):

  Value *2* Label *Infrequent*

  Value *3* Label *Never*
- Click ⌷ OK ⌷

Figure 104 - All 3 Value Labels added

We are now going to recode the *numcars* variable. Instead of recoding into a new variable, we are simply modifying the current values.

Before we recode the *numcars* variable, we are going to find out what its current values are.

- Select **Utilities**, **Variables...** from the menu bar or click

- Select the *numcars* variable and take note of the values in use (see Figure 105)

- Select Close

Figure 105 – Values of the *numcars* vairiable
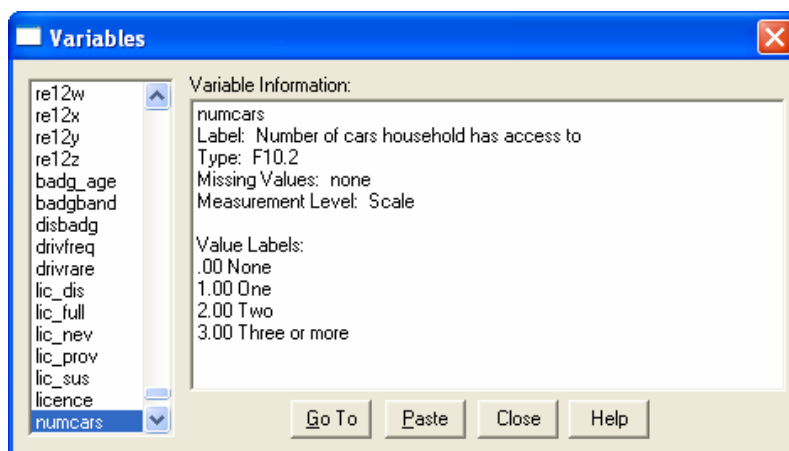
To recode the variable:

- Select **Transform**, **Recode**, **Into Same Variables...** from the menu bar

- Select the *numcars* variable and click (see Figure 106)

Figure 106 - Recode *numcars* into same variable
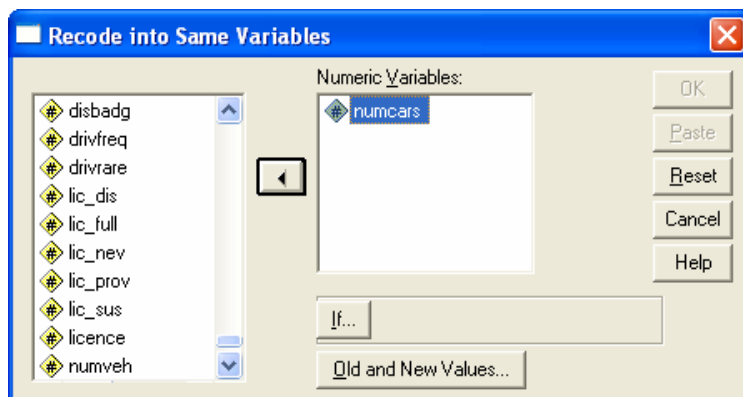
- Click Old and New Values... to recode the values

- Select the first *Old Value Range* option and specify the values *2* through *3* (see Figure 107)
- For the *New Value*, enter *2* (see Figure 107)
- Click [Add]

Figure 107 - Using the Range through option

First Old Value Range option showing 2 through 3

New Value of 2
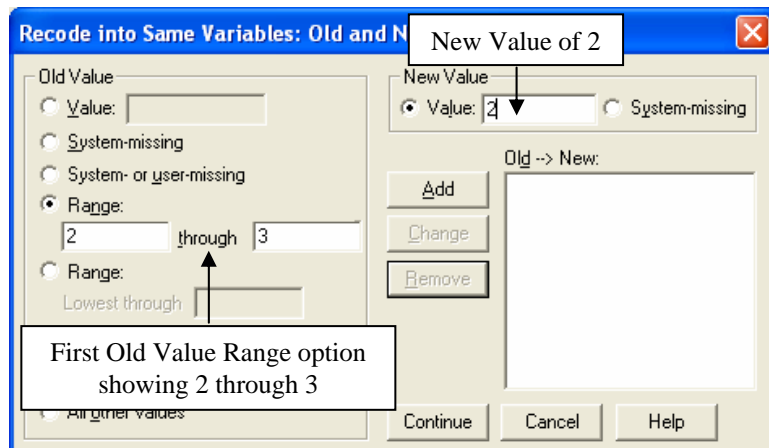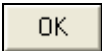
Figure 108 - Old values have been assigned a new one

Range added
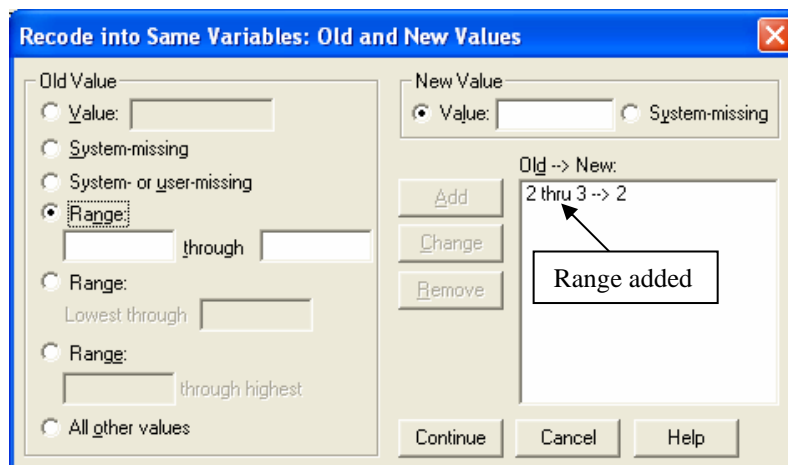
- Click [Continue] to return to the Recode dialog box
- Click [OK]

We are now going to edit the Value Labels for the *numcars* variable. A Value Label is simply descriptive text to help you identify the value.

- Select the Variable View tab [◄ ►\ Data View \ Variable View /]
- Scroll down to the *numcars* variable

! **Note**   *numcars* **is displayed near the end of the list. You can press CTRL + ↓ on the keyboard to navigate to the end and then scroll upward until you see it.**

- Select the values cell None ··· for the *recycle* variable
- Click ··· to open the Value Labels dialog box
- Select the *3.00 = "Three or more"* label (see Figure 109)
- Click the Remove button

Figure 109 - Value Labels dialog box
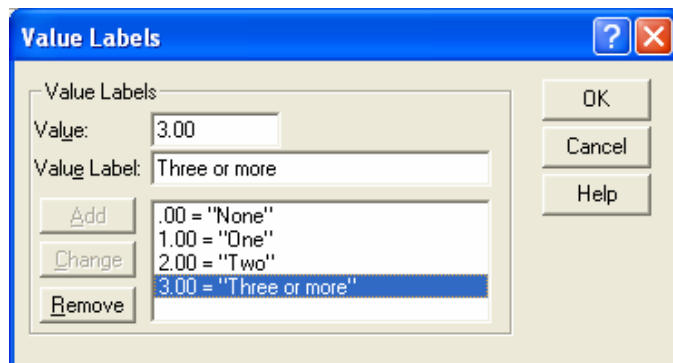
- Select the *2.00 = "Two"* label (see Figure 110)
- Edit the value label to read *Two or more*
- Click the Change button (see Figure 111)
- Click OK

Figure 110 - Value label being edited
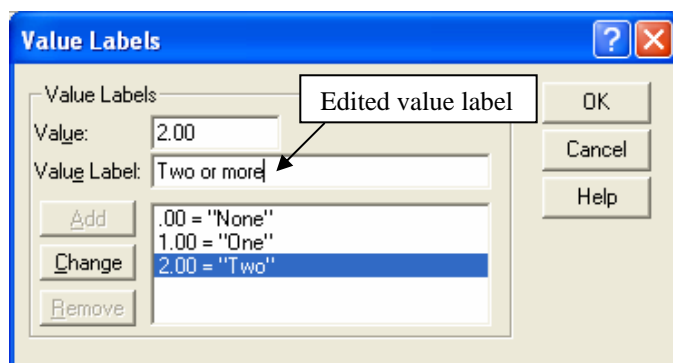
Figure 111 - All changes made
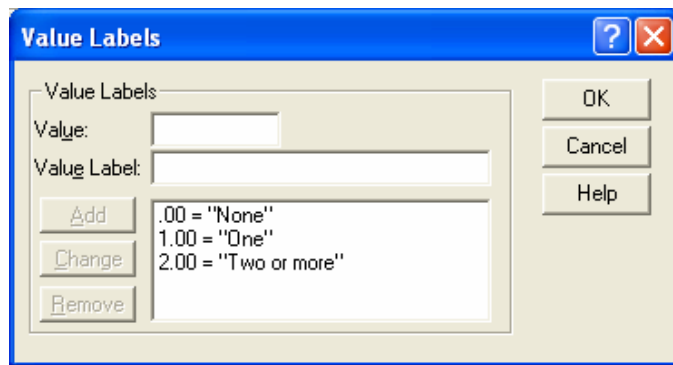
We are now going to create a crosstab to show how often respondent recycles - reduced rf5 (*recycle*) by our modified number of cars household has access to (*numcars*).

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Crosstabs...** from the menu bar or click the Dialog Recall button if you have previously used Crosstabs
- Click if necessary to clear existing variables
- Select *recycle* and click to add it as a *row* variable (see Figure 112)
- Select *numcars* and click to add it as a *column* variable

Figure 112 - *recycle* and *numcars* added as row and column variables
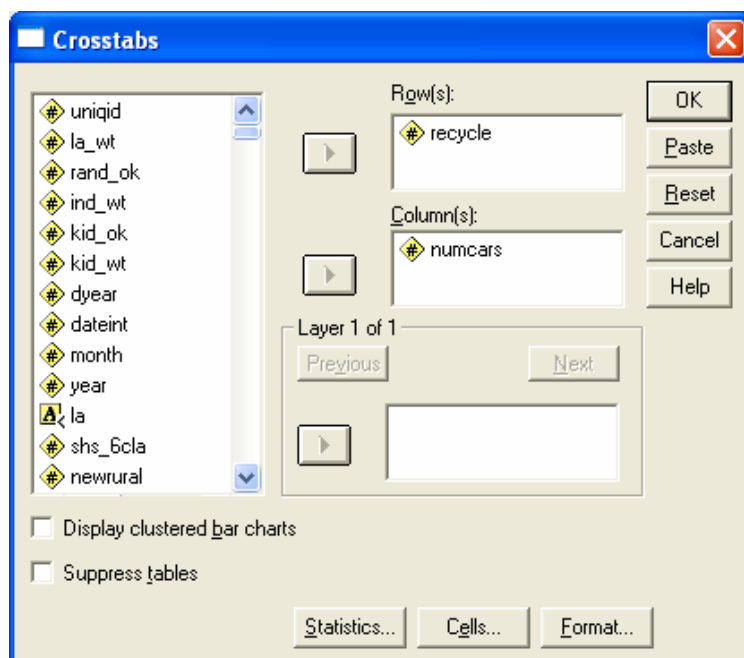
For Crosstab cells, you need to specify which percentages to use. Selecting all percentages would create a very large table so we will use only column percentages.

- Select [Cells...] to display the Cells dialog box (see Figure 113)

- Select the *column* percentages option

- Select [Continue] to return to the Crosstabs dialog box

- Select [OK]

The Viewer window now opens to display the Crosstab table (see Figure 114).

Figure 113 - Cell Display dialog box

Column Percentages option
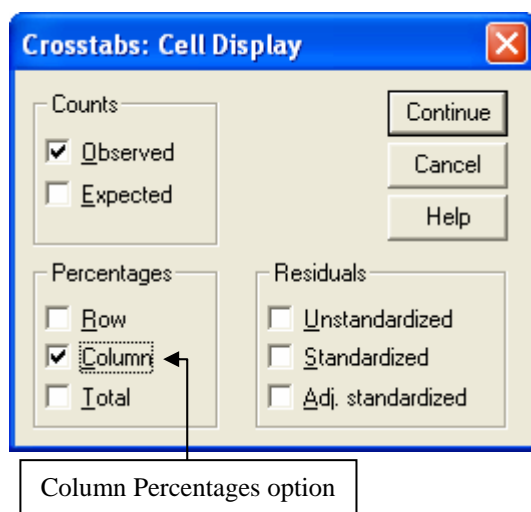
Figure 114 – How often respondent recycles – reduced rf5 by Number of cars household has access to

How often respondent recycles - reduced rf5 * Number of cars household has access to Crosstabulation

| | | Number of cars household has access to | | | Total |
		None	One	Two or more	
How often respondent recycles - reduced rf5	Frequent	838	2362	1373	4573
		20.1%	36.8%	43.7%	33.3%
	Infrequent	399	1045	578	2022
		9.6%	16.3%	18.4%	14.7%
	Never	2934	3010	1194	7138
		70.3%	46.9%	38.0%	52.0%
Total		4171	6417	3145	13733
		100.0%	100.0%	100.0%	100.0%

This table shows the relationship of recycling and car access more clearly, but there might be other factors that influence the relationship. To explore this further, we want to create a new variable that combines the frequency of recycling and household access to a car that we can then use for further analysis.

The variables *numcars* and *recycle* both have 3 possible values giving a total of 9 combinations. We need to represent these combinations of recycling and car use (one combination for each cell in the crosstab) to compute the new variable. These are:

Table 1 - Combinations of recycling and car use

1	No car, never recycles	numcars = 0 and recycle = 3
2	No car, infrequent recycling	numcars = 0 and recycle = 2
3	No car, frequent recycling	numcars = 0 and recycle = 1
4	One car, never recycles	numcars = 1 and recycle = 3
5	One car, infrequent recycling	numcars = 1 and recycle = 2
6	One car, frequent recycling	numcars = 1 and recycle = 1
7	Two or more cars, never recycles	numcars = 2 and recycle = 3
8	Two or more cars, infrequent recycling	numcars = 2 and recycle = 2
9	Two or more cars, frequent recycling	numcars = 2 and recycle = 1

To create a new variable we use the compute command:

- Select **Transform**, **Compute...** from the menu bar

- Type *car_rec* as the Target Variable (see Figure 115)

- Click the Type & Label... button

Figure 115 - Compute Variable dialog box
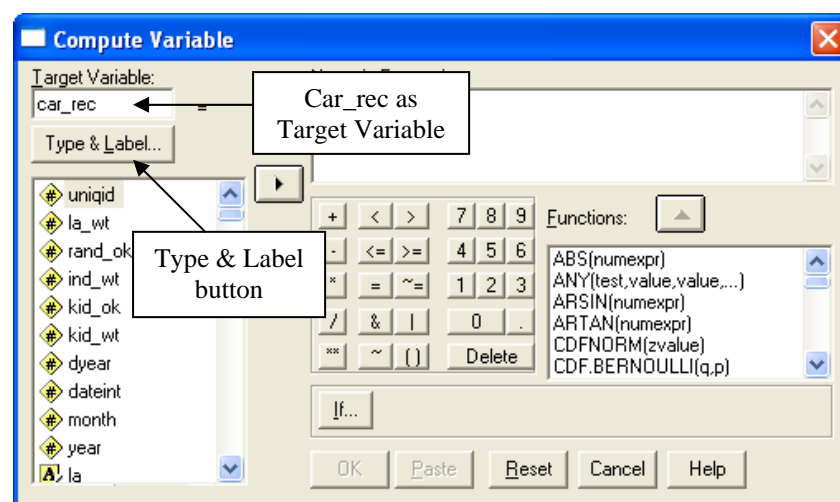
- Type *Recycling and car access* as the Label (see Figure 116)
- Leave Type set as *Numeric*

- Click [Continue] to return to the Compute Variable dialog box

Figure 116 -Type and Label

- In Numeric Expression type *1* (see Figure 117)

- Click the [If...] button

- Select the *Include if case satisfies condition* option

- Click within the white box below this option and type the following expression exactly *numcars = 0 and recycle = 3* (see Figure 118)

Figure 117 - Numeric Expression set to 1
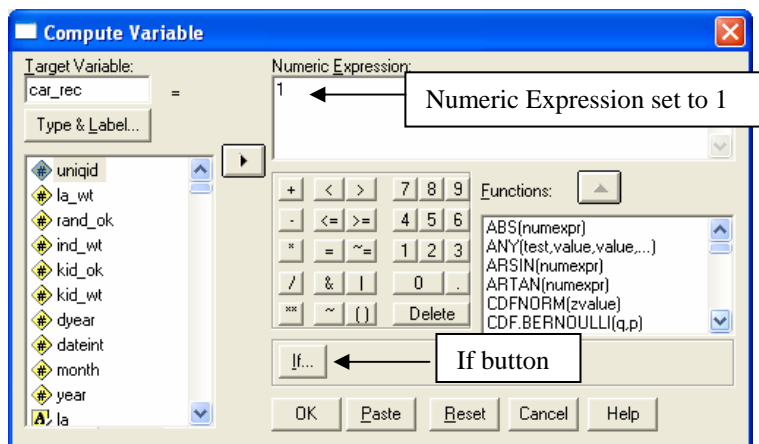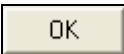
Figure 118 - If cases
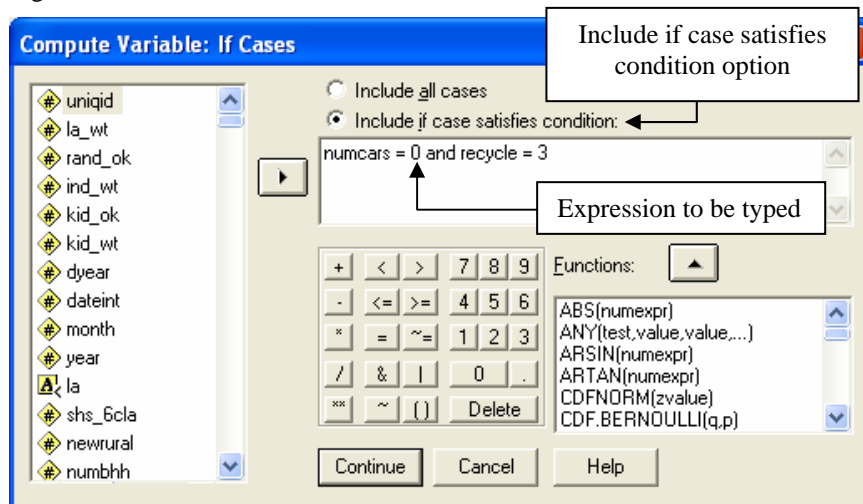
- Select [Continue] to return to the Compute Variable dialog box

- Select [OK]

! Note **The Viewer window will open automatically when you select the OK button. We do not need this window just now so simply close it without saving the changes.**

This creates the first of our 9 combinations. We have to create the other conditions in the same way.

- Select **Transform**, **Compute...** from the menu bar or click the Dialog Recall button [icon] if you have previously used Compute Variable

- The Target Variable will still be set to *car_rec* so no need to type it again

- Edit the Numeric Expression to *2*

- Click the [If...] button

- Select the *Include if case satisfies condition* option if necessary

- Click within the white box below this option and edit the current expression to *numcars = 0 and recycle = 2* (see Figure 119)

Figure 119 - Edited expression
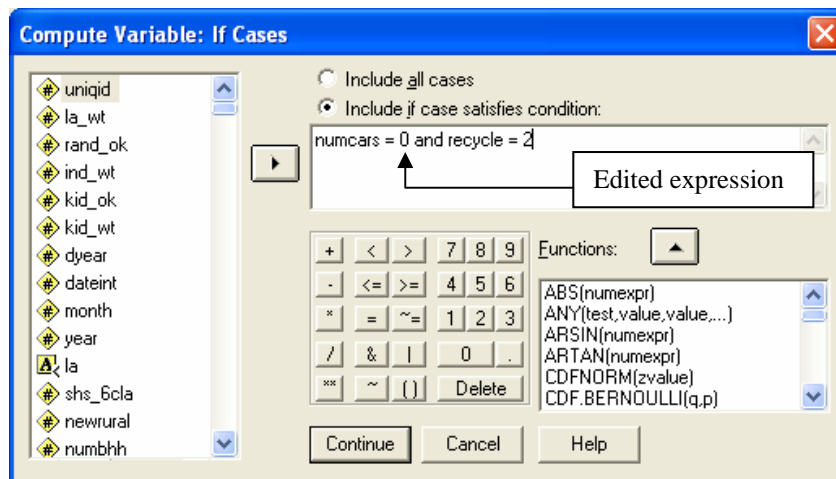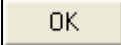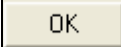
- Select ![Continue] to return to the Compute Variable dialog box

- Select ![OK]

- Select ![OK] again to confirm the change to the existing variable (see Figure 120)

Figure 120 - Change existing variable
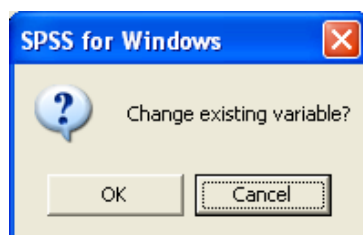
! Note   **The Viewer window will open automatically again when you select the OK button. As before, simply close it without saving the changes.**

We are now going to repeat these steps by recalling the *Compute Variable* dialog box to create the remaining 7 combinations which are listed in Table 1 on page 99.

! Note   **Remember to change the Numeric Expression to 3, 4 etc.**
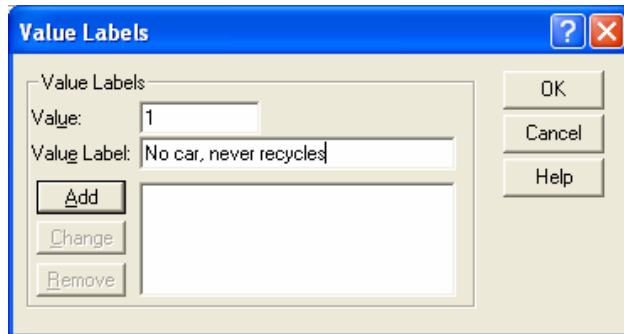
Once you have created all nine of the combination expressions, we are going to create Value Labels for them.

- Select the Variable View tab ![Data View / Variable View]
- Scroll down to the *car_rec* variable

! Note *car_rec* will be displayed as the last variable in the list. You can press CTRL + ↓ on the keyboard to navigate to it.

- Select the values cell [None   ...] for the *car_rec* variable
- Click [...] to open the Value Labels dialog box
- Enter the Value *1*
- Enter the Value Label *No car, never recycles* (see Figure 121)
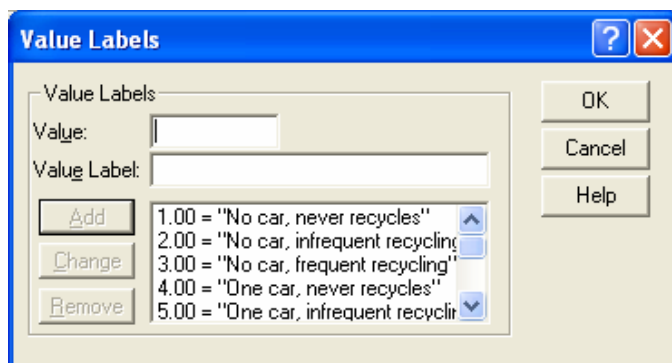
Figure 121 - First value label to be added

- Click [Add]
- Repeat these steps to add the remaining values (see Figure 122):

  Value *2* Label *No car, infrequent recycling*

  Value *3* Label *No car, frequent recycling*

  Value *4* Label *One car, never recycles*

  Value *5* Label *One car, infrequent recycling*

  Value *6* Label *One car, frequent recycling*

  Value *7* Label *Two or more cars, never recycles*

  Value *8* Label *Two or more cars, infrequent recycling*

  Value *9* Label *Two or more cars, frequent recycling*

- Click [OK]

Figure 122 - All value labels added

This variable can now be used for further analysis.

We are now going to create a frequency table using the *car_rec* variable and the values should match the entries in Table 1 on page 99.

- Select **View**, **Data** from the menu bar or Click ◄ ► \Data View ⟨ Variable View ⟩ at the bottom left of the screen
- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button [▦] if you have previously used Frequencies
- Click [Reset] if necessary to clear existing variables
- Select the *car_rec* variable and click [▶] (see Figure 123)

! Note   **You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type *ca* to select the *car_rec* variable.**

Figure 123 - The Frequencies dialog box

- Click [OK]
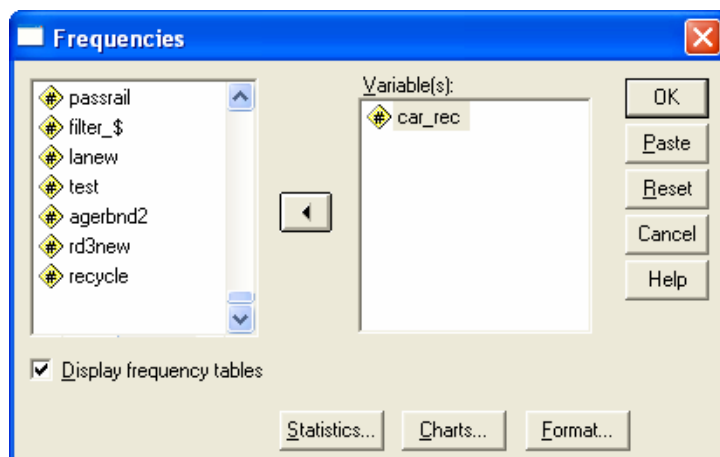
The Viewer window now opens to display the Frequency table (see Figure 124).

Figure 124 - Recycling and Car Access Frequency

Recycling and car access

Sex of random adult			Frequency	Percent	Valid Percent	Cumulative Percent
.	Missing	System	9	100.0		
Male	Valid	No car, never recycles	11	9.4	18.0	18.0
		No car, infrequent recycling	2	1.8	3.4	21.4
		No car, frequent recycling	1	.4	.9	22.2
		One car, never recycles	14	12.5	23.8	46.0
		One car, infrequent recycling	6	4.9	9.4	55.4
		One car, frequent recycling	10	8.7	16.6	72.0
		Two or more cars, never recycles	8	7.1	13.5	85.5
		Two or more cars, infrequent recycling	2	1.8	3.4	88.8
		Two or more cars, frequent recycling	7	5.8	11.2	100.0
		Total	60	52.3	100.0	
	Missing	System	55	47.7		
	Total		115	100.0		
Female	Valid	No car, never recycles	10	6.4	14.3	14.3
		No car, infrequent recycling	1	.9	1.9	16.2
		No car, frequent recycling	4	2.6	5.9	22.1
		One car, never recycles	14	8.9	19.8	41.9
		One car, infrequent recycling	7	4.7	10.6	52.5
		One car, frequent recycling	12	8.2	18.2	70.7
		Two or more cars, never recycles	5	3.6	7.9	78.7

From the table above, you can see that not only is there a relationship between recycling and access to a car, but also there is a relationship with the sex of the respondent.

9. SPSS Syntax

This feature of the product can be used to help you save time when analysing your data, particularly if you are continually performing the same types of analysis on similar sets of data.

SPSS syntax provides a method for you to control the product without navigating through dialog boxes. Instead, you control the application through syntax-based commands. Nearly every action you can achieve through the user interface can also be achieved through syntax.

9.1 Creating Syntax

The easiest way to create syntax is to use the Paste button located on most dialog boxes. The following example looks at creating a frequency table.

- Weight the data using *ind_wt* (see Section 8.1 on page 47)
- Select **Analyze**, **Descriptive Statistics**, **Frequencies...** from the menu bar or click the Dialog Recall button [icon] if you have previously used Frequencies
- Click [Reset] if necessary to clear existing variables
- Select the *rd3* variable and click [▶]

! Note **You can select a variable by typing the start of its name instead of scrolling through the list of variables. For example, type *rd* to select the *rd3* variable.**

Figure 125 - The Frequencies dialog box
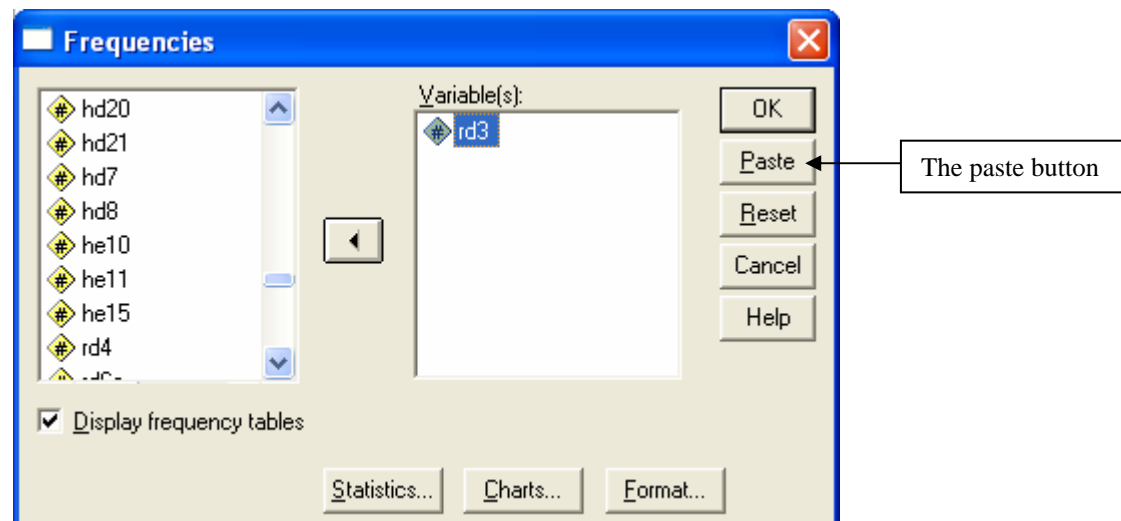
- Click [Paste] to copy the syntax created as a result of the dialog box selections to the Syntax Editor (see Figure 126).

Figure 126 - Syntax editor
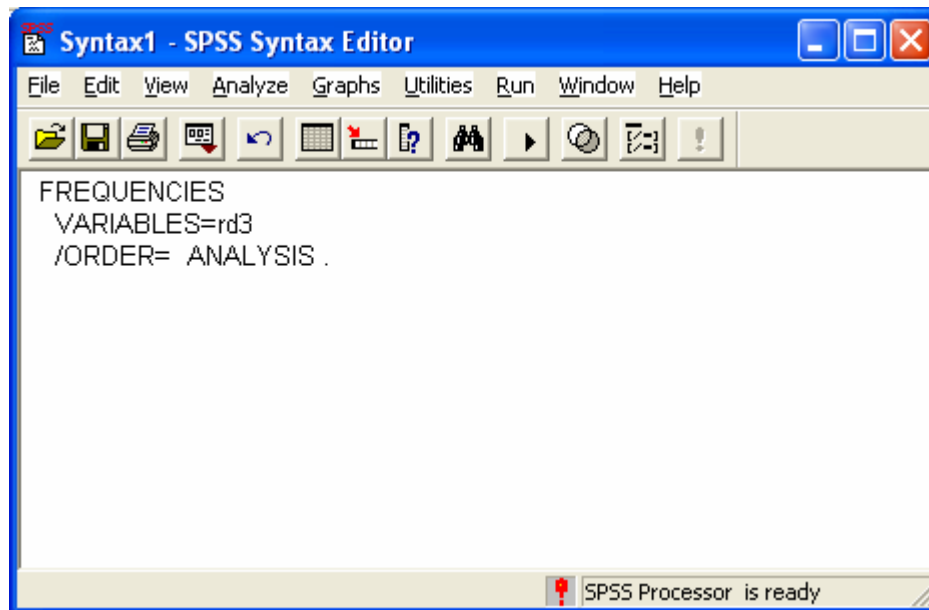
! **Note**   **You can use this syntax alone or add it to a larger syntax file.**

9.2   Saving a Syntax File

To save a syntax file:

- Choose **File**, **Save As...** from the menu bar or click [icon] on the toolbar
- Type a name for the Syntax file
- Specify a location to save the file
- Click the [Save] button

9.3   Opening a Syntax File

To open a syntax file:

- Choose **File**, **Open**, **Syntax...** from the menu bar
- Select the location of the file
- Select the file to be opened
- Click the [Open] button

! **Note**   **When you paste syntax, it will be pasted in the currently open syntax file.**

9.4   Running Syntax

To run syntax:

- Open the relevant syntax file (see Section 9.3)

- Select the syntax you want to run (see Figure 127)

- Choose **Run**, **Current** from the menu bar or click ▶ on the toolbar

! Note   **You can also press [Ctrl] + R to run the current syntax.**

The Viewer window will now open to display the output for the syntax (see Figure 128).

Figure 127 - Selected syntax
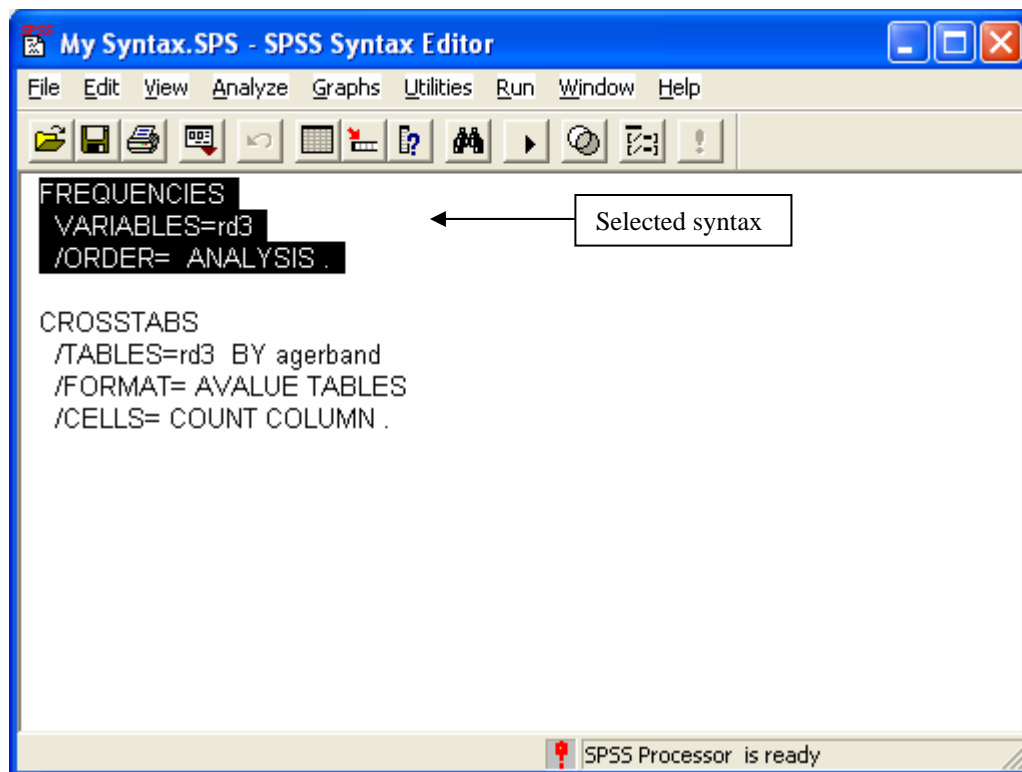
Figure 128 - Output for selected syntax

How random adult usually travels to work/education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Walking	2279	7.7	15.4	15.4
	Driver car,van	7633	25.7	51.6	67.0
	Passenger car,van	1583	5.3	10.7	77.7
	Motorcycle,moped	41	.1	.3	77.9
	Bicycle	266	.9	1.8	79.7
	School bus	111	.4	.7	80.5
	Works bus	158	.5	1.1	81.5
	Ordinary (service) bus	1883	6.3	12.7	94.3
	Taxi,minicab	75	.3	.5	94.8
	Rail	429	1.4	2.9	97.7
	Underground	46	.2	.3	98.0
	Ferry	10	.0	.1	98.0
	Aeroplane	46	.2	.3	98.4
	Other	243	.8	1.6	100.0
	Total	14803	49.8	100.0	
Missing	System	14931	50.2		
Total		29734	100.0		

10. Contact Details

Full datasets are available from the UK Data Archive at:

UK Data Archive
University of Essex
Wivenhoe Park
Colchester
Essex CO4 3SQ

Telephone 01206 872143
Email: help@esds.ac.uk
Web: http://www.data-archive.ac.uk/

General enquiries on the Scottish Household Survey should be addressed to:

Project Manager
Scottish Household Survey
ASD: Development Department
Scottish Executive
Victoria Quay
Edinburgh EH6 6QQ

Telephone 0131 244 8420
Email: shs@scotland.gsi.gov.uk
Web: http://www.scotland.gov.uk/shs

General enquiries on Scottish Executive Statistics should be addressed to:

Office of Chief Statistician
3WR St Andrews House
Scottish Executive
Edinburgh EH1 3DG

Telephone 0131 244 0442
Email: statistics.enquiries@scotland.gsi.gov.uk
Web: http://www.scotland.gov.uk/stats

! Note   **As stated in the Introduction, we cannot offer support on using SPSS.**

11. SHS Publications in 2004

11.1 General

11.1.1 Scotland's People. Results from the 2003 Scottish Household Survey

Published August 2004

This report is divided into five substantive chapters. Chapter 3 'Who we are' provides information on the population of Scotland covering topics such as the age and sex of the population, household size and type and the martial status of household members. Chapter 4 'Where we live' looks at the housing circumstances of the population. It covers housing tenure, tenure change, moving home, and the types of properties in which people live. Chapter 5 'What we do' examines the economic circumstances of households and adults. It looks at whether people work, the types of work they do, and the number of hours they work. It also looks at the circumstances of non-working adults and the situation of women of working age. Chapter 6 'How we live' presents analysis of household resources, including both material and financial resources. It examines ill health and disability, and the provision and receipt of care. Chapter 7 'Our communities' analyses adults' involvement in their communities including voluntary activities and their participation in recycling. The report also contains a glossary with detailed definitions of some of the terms used in the survey. This sets out what is meant by terms such as 'highest income householder' and what is included and excluded from, for example, household income.

11.1.2 Scottish Household Survey, Methodology 2003/2004

Published August 2004

This is the first of three short Technical reports that details the technical issues involved with the SHS. It includes information about the sample size and design (e.g. stratification and clustering within local authorities), data collection methods and instruments, the limitations of the data, and the Scottish MOSAIC classification.

11.1.3 Scottish Household Survey, Fieldwork Outcomes 2003

Published August 2004

This is the second of three short Technical reports that details the technical issues involved with the SHS. It includes information about response rates, weighting factors, establishing the quality of the SHS results (by comparing them with those of the Census and other surveys), the survey's design factors and complex standard errors.

11.1.4 Scottish Household Survey, Questionnaire April 2003 – December 2004

Published August 2004

This is the third of three short Technical reports that details the technical issues involved with the SHS. It includes an abbreviated questionnaire for 2003 and 2004. It shows all the questions (apart from repetitive details within the Travel Diary, and sections which identify and correct errors), to whom they relate, and the circumstances in which certain questions are not asked.

11.2 Transport Related

11.2.1 Household Transport: some Scottish Household Survey results

Published January 2004

This provides information about the transport facilities available to private households, and about some travel by household members. Every edition includes statistics on the following topics in addition to several others: the availability of cars for private use; people's possession of driving licences and their frequency of driving; people's frequency of walking and cycling; travel to work; travel to school; adults with limited mobility and adults with Orange/Blue Badges.

11.2.2 Transport across Scotland: some Scottish Household Survey results for parts of Scotland

Published February 2004

This provides information about the transport facilities available to private households, and about some travel by household members, for parts of Scotland. Statistics are provided for each Council area, and for each category of the SHS urban/rural classification. The topics covered include those noted above and in addition the accessibility and frequency of bus services; people's views on the convenience of public transport and how safe they would feel travelling by bus and train in the evenings; whether car commuters could use public transport; and where people who drive to work park.

11.2.3 Bus and Coach Statistics

Published March 2004

This provides information about the trends in bus and coach services in Scotland with some related Scottish Household Survey (SHS) results. The SHS statistics include: the accessibility and frequency of bus services; views on the quality of public transport; frequency of use of local bus services; views on various different aspects of local bus services; travel to work by bus and the possible use of public transport by those who travel to work by car or van; reasons for not using buses more often; the frequency of travelling by bus in the evenings and how safe from crime passengers feel; and the proportion of adults' journeys which are made by bus.

11.2.4 Scottish Household Survey Travel Diary results

Published in May 2004

provides information about the journeys made by adults living in private households. The topics covered include the means of transport used by different types of people, the purposes for which people travel, the distances that they go, the times of day at which trips start, the duration of journeys, the days of the week on which people travel, car occupancy, journey origins and destinations, and journeys into and within Edinburgh and Glasgow. The information about the person's travel is analysed in conjunction with information from questions about the household as a whole.

Copies of these publications may be purchased from:
The Stationery Office Bookshop, 71 Lothian Road, Edinburgh, EH3 9AZ

Alternatively, online editions of publications may be found on the Scottish Household Survey website at www.scotland.gov.uk/shs

12. Index

scotland's people

scotland's people

Steven Hope

MORI Scotland

Chris Martin

TNS Social

Contents

List of Tables

1. Survey overview

Background to the SHS

The Scottish Household Survey (SHS) is a major cross-sectional survey that was first commissioned by the Scottish Executive in 1998 to provide reliable and up-to-date information on the composition, characteristics and behaviour of Scottish households, both nationally and at a sub-national level.

The specific aims of the survey are as follows:

- to provide household and individual information previously unavailable in Scotland, particularly to support the work of the Scottish Executive's transport, housing and social justice policy areas and the work of the Scottish Parliament

- to permit disaggregation of such information both geographically and in terms of population sub-groups (such as families with children or the elderly)

- to allow the relationships between social variables within households to be examined. This will support cross-departmental and inter-departmental policies such as those on social justice

- to allow early detection of national trends

- to allow detailed follow-up surveys of sub-samples from the main survey sample, if required.

Since 1999, the SHS has been carried out by a team from MORI and TNS Social (formerly NFO Social Research). The same team was reappointed when the survey was subject to tender in 2002.

Detailed Technical Reports have been published annually covering the survey methodology, fieldwork outcomes and the questionnaire used. To provide users with the information they require and to limit unnecessary duplication, these three aspects of the survey have been split into three separate documents.

Scottish Household Survey: Methodology 2003/2004 - includes information about the sample size and design (e.g. stratification and clustering within local authorities), data collection methods and instruments, the limitations of the data, and the Scottish MOSAIC classification

Scottish Household Survey: Fieldwork outcomes 2003/2004 - includes information about response rates, weighting factors, establishing the quality of the SHS results (by comparing them with those of the Census and other surveys), the survey's design factors and complex standard errors

Scottish Household Survey: Questionnaire April 2003 to December 2004 - shows all the questions (apart from repetitive details within the Travel Diary, and sections which identify and correct errors), to whom they relate, and the circumstances in which certain questions are not asked.

This document deals with the survey methodology for the period 2003/2004. On the whole, the methodology for the survey remains fixed for each two-year sweep and over the life of the survey, since 1999, there have only been minor changes to the methodology following refinements to the sampling assumptions.

Reporting conventions

In tables showing percentages as whole numbers, zero values are displayed as a dash (-), values between 0% and 0.5% are displayed as 0% and values between 0.5% and 1% are rounded to 1%. Where percentages are shown to one or more decimal place, the final digit will have been rounded up or down. As a result of rounding within tables, the sum of individual items may not equal the totals for rows or columns.

2. Sampling

The requirements of the sample for the survey are as follows:

- it should provide an achieved national sample of 31,000 interviews over two years

- interviews should be spread evenly across the 24 months of interviewing

- the sample should be fully national in character (i.e. covering the whole of mainland Scotland and the Islands) and that each quarter should produce nationally representative results

- results as reliable as those of a simple random sample of 500 should be available for the larger local authorities on an annual basis and for all local authorities (regardless of size) after 2 years

- the sample should be capable of producing data which are representative both of Scottish households and the adult (aged 16+) population resident in private households.

These objectives were met by:

- selecting the survey sample from the Postcode Address File

- distributing interview targets by local authority area to achieve the stated accuracy requirements

- minimising design effects by using random sampling in the more densely populated areas and clustered sampling in other areas

- stratifying the clustered sample within local authorities to ensure coverage and representativeness

- using computer-assisted interviewing to control the selection of individuals for interview within households.

2.1 Sampling from the Postcode Address File

Since the mid-1980s, the Small User File of the Postcode Address File (PAF) has emerged as the most widely used sampling frame for general population surveys of this kind. The principal advantages of the PAF, are completeness (it is estimated to miss the addresses of only 2% of the adult population and is updated every three months) and lack of bias (those addresses which are missing from the PAF are not as likely to be concentrated among particular types of people). There are, however, a number of issues arising from its use.

Deadwood

The Small User File of the PAF, which forms the basis of the sample of addresses, is known to contain a number of addresses that are not residential (usually small shops and offices) or which have been demolished or are unoccupied. The extent of 'deadwood' in the PAF varies by area, but is usually estimated at between 10% and 13% in national samples of this kind. This is accounted for by drawing

slightly more addresses than the target of a 70% response rate would suggest. Thus, for every 100 interviews to be achieved, 160 addresses are issued to interviewers rather than the 140 suggested by a response rate of 70%.

In practice, the number of additional addresses selected to allow for deadwood varies by local authority based on the contractors' experience of SHS fieldwork carried out in 1999/2000, the first two years of the SHS and the most recent data available when the sample design for 2003/2004 was being developed. These figures are published in the *Fieldwork outcomes* document.

2.2 Accuracy and completeness

In local authorities where clustered sampling is used, Enumeration Districts (EDs) are used as the Primary Sampling Units (PSUs), as is described in a later section. In some cases, particularly in areas subject to sizeable population change, entire EDs have sometimes been demolished since the PAF was last updated. To accommodate this, the MORI Sampling Unit arranges for a substitute PSU to be drawn from the remaining pool of EDs within the same local authority area and with the same MOSAIC type (see Appendix 1) for each ED found to be unusable.

In areas where random sampling is used, the full sample for the survey is drawn for each two year fieldwork period in advance and so may exclude households in newly-built housing entering the PAF during the period of the survey. However, data suggests that new housing accounts for only around 1% of the housing stock in any year.[1] Moreover, the impact of this is further reduced by the fact that new properties are often entered onto the PAF some time before they are actually completed. This should not be a problem in areas of clustered sampling, because, although the PSUs are selected for two years at a time, the actual address lists are not drawn until nearer the time of the fieldwork.

One further point relating to the accuracy of the PAF is that some postcodes straddle the border with England and it is possible for 'Scottish' addresses actually to be in England (and, correspondingly, for 'English' addresses to belong in Scotland). To avoid this problem, Ordnance Survey maps of the Scottish/English border are manually inspected. Addresses that are actually in England are excluded, while those in 'English' EDs that are in Scotland are appended to the adjoining 'Scottish' ED.

Exclusions

Special EDs — It is customary in general population sampling of this kind to exclude 'special' EDs, which include prisons, hospitals and military bases. While prisons and hospitals do not generally have significant numbers of private households, the same may not be true of military bases. On the basis of Scottish MOSAIC classifications, however, such EDs account for just 0.5% of the population. They are,

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[1]   http://www.scotland.gov.uk/Publications/2005/05/23152516/25190 shows new housing completions of 24,057 in 2004 and a stock of dwellings of 2,366,000 at the end of 2003, making new housing 1.02% of the total 2003 stock.

therefore, excluded from the sampling frame, since interviewing on military bases would pose fieldwork problems relating to access and security.

Specific accommodation types — The following types of accommodation are excluded from the survey if they are not listed on the Small User file of the PAF (since it is a survey of private households):

- nurses' homes

- student halls of residence

- other communal establishments (e.g. hostels for the homeless and old people's homes)

- mobile homes

- sites for travelling people.

Households in these types of accommodation are *included* in the survey if they are listed on the Small User file of the PAF and the accommodation represents the sole or main residence of the individuals concerned.

People living in bed and breakfast accommodation are similarly included if the accommodation is listed on PAF and represents the sole or main residence of those living there.

Students' term-time addresses are taken as their main residence (in order that they are counted by where they spend most of the year). Since halls of residence were excluded, however, there will be some under-representation of students.

2.3 Multiple dwellings

There are potential problems associated with the fact that a single entry on the PAF may actually represent multiple dwellings or that a dwelling may contain multiple households. For example, an address listed as 14 Milton Street may consist of a tenement block containing 8 separate flats. Often, the existence of these additional addresses is indicated in the PAF in a field known as the Multiple Occupancy Indicator (MOI). To ensure that such households had an equal chance of inclusion, it is necessary to weight the address when drawing the sample. Thus 14 Milton Street would appear 8 times. In the address listings issued to interviewers, such addresses appear as '14 Milton Street - 3 of 8' etc., with interviewers given clear counting procedures for identifying the relevant selected dwelling.

Where the MOI is correct, this procedure is unproblematic. Sometimes, however, the MOI is incorrect or missing (in about 2% of cases) and the true number of dwellings at an address is only discovered once the survey is in the field.

Where an interviewer finds that the MOI is different from the actual number of dwellings observed in the field, he or she contacts the office where the correct details are used to randomly select one of the dwellings.

Cases in which the MOI is found to be incorrect should, in principle, be given an additional weight to take account of the implications of this for probabilities of selection. In fact, this is not done, for reasons outlined in the discussion on weighting in *Fieldwork outcomes*.

2.4 Overall sample structure

Scotland has 32 local authorities and the sample structure of the survey is intended to yield results as reliable as those of a simple random sample of 500 for the larger local authorities (defined as those with at least 750 achieved interviews per year) on an annual basis and for all local authorities (regardless of size) after 2 years.

The overall aim of the sample design is to pursue a systematic random sample where fieldwork conditions allow it – in areas of high population density – and to cluster interviews in the remaining areas, in order to achieve the best combination of sample efficiency and cost effectiveness. The distinction is made on the basis of population density per square kilometre in each local authority. In areas with a population density of 500 or more persons per square kilometre, a systematic random approach is adopted. In those with a lower population density, interviews are clustered.

Nine authorities fall into the former (systematic random) category:

- Aberdeen City
- Dundee City
- East Dunbartonshire
- East Renfrewshire
- Edinburgh, City of

- Glasgow City
- Inverclyde
- Renfrewshire
- West Dunbartonshire

In these areas, the sample is stratified by Scottish MOSAIC and a systematic random sample of addresses is drawn within each of the resulting strata (the stratification by Scottish MOSAIC is described in sub-section 2.8). Addresses within these areas are selected in full at the beginning of each two-year interviewing cycle. They are then grouped into batches, on the basis of their postcodes, for allocation to interviewers.

The remainder of this sub-section concentrates on procedures for multi-stage sampling within the remaining 23 local authorities (which are listed in Table 2-1).

2.5 Primary sampling unit and cluster size

Enumeration Districts (EDs) are used as primary sampling units (PSUs) for those local authorities which fall into the category of lower population density. EDs were chosen over the main alternative, postcode

sectors, for the following reasons. Firstly, the use of postcode sectors would significantly increase the cost of fieldwork in these areas since they are much larger (covering an average of 2,300 households, compared with an average of 150 per ED). Secondly, in smaller local authorities such as the Orkney Islands and Clackmannanshire there would be too few postcode sectors to sample effectively without selecting a large number of addresses within each chosen PSU. Thirdly, EDs have certain advantages in terms of data linkage since they are directly compatible with Census Output Areas and can be easily linked with geo-demographic systems.

The main disadvantage of using EDs is that they are relatively small, averaging 150 households. This means that there is a potential for larger design factors, reducing the overall efficiency of the sample. The calculation of design factors involves an examination of the survey measure across the PSUs. The greater the variation between PSUs, the higher the design factor (since which PSUs are chosen is then likely to have a greater effect on the results). If a small PSU is used, the variation between them is likely to be increased since the variation within PSUs is likely to be less (households in a small PSU will usually be more similar than those in a large PSU). However, the effects of the survey design on sampling errors can be considerably moderated by:

- sampling a large number of PSUs

- interviewing as few respondents as practical in each PSU

- stratifying the PSU selection by status measures because within a stratified survey the variation between PSUs is examined separately for each stratum – affluent areas are compared with similar areas and poorer areas are compared with others – and design effects are reduced.[2]

The approach is, therefore, to aim for an average of 11 achieved interviews per PSU in order to have a minimum of about 50 PSUs within each local authority. The use of stratification by Scottish MOSAIC also has the effect of reducing the extent of variability within each stratum and thus limiting the size of the design effect. Although it was impossible to predict design factors accurately without knowing the exact topic coverage and the variability of response, it was envisaged that, for most variables, the design factors would be in the range 1.1-1.2 for the survey as a whole.

2.6 Procedures for dealing with very small enumeration districts

There is a further issue relating to enumeration districts (EDs) that are too small to sample from. It would, for example, have been undesirable and impractical to try to obtain 11 or 12 interviews from an ED containing only 30 households because of the impact on variance between households within the PSU, the possibility of potential respondents discussing the survey and the practical difficulty of obtaining sufficient numbers of interviews. Two questions, therefore, arise: what should be the minimum size for an ED and how should smaller EDs be dealt with?

In relation to the first of these questions, it was decided that 61 households (from the 2001 Census count) should be considered the minimum for inclusion as a separate PSU. This implied interviewing at most about 20% of households in the smallest PSUs, which was felt to be acceptable, given that these EDs lay in areas with lower density of population.

Typically, 11% of EDs within the areas covered by clustering contained 60 or fewer households. However, this does not mean that 11% of PSUs for the survey also do so, since EDs are sampled with probability proportionate to the number of addresses (weighted by the MOI). These EDs contain approximately 3% of the total number of households in the local authorities where clustered sampling is used.

To resolve the problem of these small EDs, each ED with 60 or fewer households is paired with a neighbouring (or adjoining) ED to create a number of pseudo-EDs, which are, in fact, comprised of two or more real EDs. This has no bearing on probabilities of selection, since the 'pairing' takes place before the PSUs are selected and thus the new pseudo-ED has a probability of selection proportionate to its aggregated number of addresses (weighted by the MOI). EDs are merged until they cross the 61 household threshold.

2.7 Stratification by local authority area

Table 2-1 shows the expected distribution of sample by local authority at the end of each two-year sampling period. The underlying principle here is that the allocation of interviews by local authority area should be broadly proportionate to the number of households, except where the resulting sub-sample in any particular area would fall below a pre-determined accuracy threshold. The allocation was carried out in the following way.

1. A minimum accuracy threshold of ±4.4% at the 95% confidence limit was set. This is the accuracy associated with an estimate of 50% from a simple random sample of 500 from an infinite population.

2. Taking account of the Finite Population Correction Factor and assuming a design factor of 1.1 in those areas with a clustered design, the minimum number of interviews required to meet the above benchmark is established for each local authority area. This gives a figure of around 490 for the high population density areas and 560-590 for the areas with a clustered design.

3. For each area, this figure is compared with the number of interviews associated with a strictly proportionate allocation of 31,000 interviews across local authorities. Where the proportionate allocation of 31,000 interviews would result in a local authority having *less* than the minimum identified at paragraph 2, the number of interviews is set to that minimum, or equal to 550 if the minimum is less than 550.

4. The remaining interviews (i.e. those left after the process of allocation in paragraph 3) are simply allocated to the remaining local authorities with probability proportionate to household population.

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[2]   See *Fieldwork outcomes* for an explanation of design factors and estimates for the 2003/2004 data.

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5. The number of addresses required is then calculated using information on likely deadwood and response rate assumptions for each area. This calculation is rounded up to the next multiple of 18 (the number of addresses in an interviewer work allocation) and the interview target recalculated using the actual number of addresses to be issued and the assumptions about deadwood and response rates. Finally, the 95% confidence interval for the revised interview target is then calculated.

As can be seen from the final column in the table, the projected accuracy of the sub-samples in the different areas (over two years) ranges from +/-1.6% in the largest authority (Glasgow City) to +/-4.4% in the smaller authorities which are over-sampled to bring them up to the accuracy threshold. In terms of the projected number of interviews, the range was from 520 to 3,662. This degree of variation is felt to be appropriate, given the need for finer-grained analysis within the larger local authorities.

Table 2-1: Projected two-year achieved sample size by local authority

	2001 Census household population	Wholly proportionate allocation	Rounded two-year total with projected achieved minimum sample size	Width of 95% confidence interval (±%)
Authorities with systematic random sampling				
Aberdeen City	97,013	1,400	1,309	2.7
Dundee City	66,908	968	850	3.3
East Dunbartonshire	42,206	599	564	4.1
East Renfrewshire	34,950	481	543	4.1
Edinburgh, City of	204,683	2,890	2,733	1.9
Glasgow City	271,596	3,911	3,662	1.6
Inverclyde	36,691	540	539	4.4
Renfrewshire	75,355	1,091	1,014	3.1
West Dunbartonshire	40,781	583	520	4.2
Authorities with clustered sampling				
Aberdeenshire	90,736	1,281	1,217	2.8
Angus	46,945	666	612	3.9
Argyll and Bute	38,969	545	587	4.0
Clackmannanshire	20,558	292	588	4.0
Dumfries and Galloway	63,807	902	843	3.4
East Ayrshire	50,346	722	667	3.8
East Lothian	38,157	531	588	4.0
Eilean Siar	11,275	169	566	3.9
Falkirk	62,598	860	793	3.4
Fife	150,274	2,109	1,971	2.2
Highland	89,533	1,257	1,199	2.8
Midlothian	32,922	448	576	4.0
Moray	35,803	505	600	4.0
North Ayrshire	58,726	841	796	3.5
North Lanarkshire	132,619	1,867	1,728	2.3
Orkney Islands	8,342	118	596	4.0
Perth and Kinross	58,323	802	767	3.6
Scottish Borders	47,371	652	605	4.0
Shetland Islands	9,111	129	602	4.0
South Ayrshire	48,749	689	624	3.8
South Lanarkshire	126,496	1,777	1,630	2.4
Stirling	35,508	483	578	4.0
West Lothian	64,896	891	866	3.3
All Scotland	**2,192,247**	**31,000**	**31,333**	

2.8 Stratification within local authorities

As indicated at section 2.4, *within* local authorities, the sample is stratified by the geo-demographic indicator, Scottish MOSAIC. The purpose of this is to ensure that the sample correctly reflects the population structure in terms of area or neighbourhood type. Given the likely relationship between such variables and the topic coverage of the survey, stratification should lead to an increase in survey precision. It cannot, in any case, result in a sample which is less effective than an unstratified one, since

stratification does not imply any departure from randomness or from the principle of equal probabilities of selection within a local authority.

Although the full Scottish MOSAIC classification runs to 47 types, for the purposes of stratification, it is sufficient to use the main summary groups. A full description of these is included in Appendix 1.

An additional advantage of using Scottish MOSAIC for the purpose of stratification is that it can be applied not only at ED level but at unit postcode level.

2.9 Allocating sample across the calendar year

As the fieldwork for the survey runs throughout the calendar year, it is important to ensure an even distribution of PSUs (and, in the high population density local authorities, interviewer assignments) by geographic area and Scottish MOSAIC type over time. There are two main reasons for this: an uneven distribution would jeopardise the requirement for the sample to be representative of the national population on a quarterly basis and some of the variables measured by the survey are likely to exhibit seasonal patterns – e.g. rates of economic activity, modes of transport.

The procedure for allocating PSUs to months of the year is derived from that developed by the Office for National Statistics (ONS) in managing the Family Expenditure Survey (FES)[3] and differs only in the need for the SHS sample to be spread evenly across 24 rather than 12 months.

This approach operates in the following way. Firstly, a full listing is prepared of the PSUs drawn as part of the two-year sample. These are listed by local authority and then by MOSAIC type within local authority. Secondly, this is split into random yearly allocations. Thirdly, within each year, the listing of PSUs is then labelled with a random permutation of the numbers 1 to 12 representing the twelve months covered by the fieldwork. This permutation is generated with certain properties to avoid 'bunching' of interviews within particular quarters:

- the first four months are from different quarters

- every subsequent month is from the same quarter as the one four places before.

The example given by ONS (and used to allocate the 1996 FES) is as follows:

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[3]   See C. Lound, 'Allocating primary sampling units for annual surveys to months of the year', *Survey Methodology Bulletin*, No. 39, July 1996.

Table 2-2: Procedure for allocating PSUs by month of fieldwork

Position in list	Month	Quarter
1, 13, 25, etc.	10	4
2, 14, 26, etc.	8	3
3, 15, 27, etc.	5	2
4, 16, 28, etc.	1	1
5, 17, 29, etc.	11	4
6, 18, 30, etc.	7	3
7, 19, 31, etc.	4	2
8, 20, 32, etc.	2	1
9, 21, 33, etc.	12	4
10, 22, 34, etc.	9	3
11, 23, 35, etc.	6	2
12, 24, 36, etc.	3	1

As this sequence can be added automatically to the sampling procedures for the survey, no time is spent manually assigning PSUs to particular months. The same approach is applied to the sample for the SHS.

2.10 Respondent selection

As the survey is intended to collect information both about the structure and characteristics of Scottish households *and* about the people who occupy those households, the interview has a two-part structure. The respondent for the first part of the interview is the Highest Income Householder or their spouse or partner[4]. For the second part of the interview, one adult (aged 16+) member of the household is selected at random by the CAPI script. If this person is not available at the time, the interviewer will call back to complete the interview at a later date if necessary.[5]

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[4]   The Highest Income Householder (HIH) is taken as the household reference person for the first part of the interview. This must be a person in whose name the accommodation is owned or rented or who is otherwise responsible for the accommodation. In households with joint householders, the person with the highest income is taken as the household reference person. If householders have exactly the same income, the older is taken as the household reference person.

[5]   The selection of the random adult is slightly more complex than this. The random adult needs to be one of the adult household members who is aged 16 years or over, is normally resident during term time (if a student) or has not been living outside of the household for 6 months or more.

3. Data collection methods and instruments

3.1 Use of Computer Aided Personal Interviewing (CAPI)

In common with many other large-scale government surveys, the SHS is carried out using Computer Aided Personal Interviewing (CAPI). This offers a number of important advantages over traditional pen-and-paper interviewing for a survey of this kind. These include the following:

- CAPI allows greater complexity in questionnaire design, since routing and 'loops' in the interview can be automated and thus effectively hidden from the interviewer. It also eliminates the need for complex selection procedures during an interview, since random selection can be built into the program.

- Overall data quality is improved because the need for a separate data entry stage is eliminated and because automatic skip-and-fill routines and range and logic checks reduce the scope for interviewer error.

- Preliminary data are available at the end of each day's fieldwork and the lack of a separate data entry stage allows faster turnaround of results more generally.

- The CAPI system generates detailed information about the timing and duration of interviews, allowing fieldwork to be monitored more closely.

Although there are now a number of competing CAPI solutions, the contractors use a Windows system and In2itive software.

3.2 Questionnaire development and changes

The original SHS questionnaire was developed between August and December 1998 by the Survey Team, working in conjunction with the Technical Group for the survey from the Scottish Executive. This followed a broader consultation exercise in which interested parties from a range of policy areas, academia, voluntary organisations and other bodies were invited to propose topics or specific questions for inclusion in the survey.

The core of the SHS questionnaire is intended to remain constant, but there is also scope for the inclusion of different modules over time. A simplified version of the questionnaire is provided as separate documents: **Questionnaire 2003/2004** and **Questionnaire 2005**. The SHS website also contains details of survey content and questionnaire changes at www.scotland.gov.uk/topics/statistics/16002/4047.

3.3 Fieldwork

The main fieldwork for the survey has an on-going monthly cycle. Interviewers are required to make up to six calls at an address (an initial visit plus five 'call-backs'). In addition to the immediate reissue of contact sheets that have been wrongly completed or where the required number of call-backs has not been

made, there is an on-going programme of reissuing 'non-contacts' in a bid to maximise the response rate. At the end of each fieldwork year a significant number of valid but 'non-contact' addresses remain 'live'.

The response rates for the SHS need to take account of the continuous nature of the survey. The data file for each year will contain a small proportion of interviews conducted on sample drawn the previous year. Similarly some of the addresses issued during any year will not be carried out until after the data file has been closed for analysis. These interviews are carried into the next data file. The response rates therefore report the outcomes for addresses sampled for a given period regardless of when the interview was carried out. Details of the most recent response rates are given in *Fieldwork outcomes*.

3.4 Questionnaire structure, length and content

It was noted earlier that the questionnaire falls into two parts: the first collecting information about the composition and characteristics of the household from the Highest Income Householder or their spouse/partner; the second focusing mainly on the attitudes and experiences of a random adult member of the household. The former is intended to generate data representative of Scottish households and the latter data representative of the Scottish adult population resident in private households. It should be noted, however, that for reasons of space a handful of 'household' questions are also asked of the 'random adult'. These address household events or characteristics which any adult member of the household would be likely to know about (e.g. recent experience of break-ins).

A simplified version of the questionnaire can be found in the third part of this series: *Questionnaire*. The broad topic areas, however, are as follows.

In the first half of the interview (with the highest income householder or spouse/partner), respondents are asked about:

- household composition and characteristics of household members

- type of property/accommodation

- cars in household and access to public transport

- children in the household, childcare, satisfaction with schooling and travel to school

- employment status of the highest income householder

- household income from employment and other sources

- savings and household finances.

In the second half of the interview (with the 'random adult'), respondents are asked about their own:

- housing experiences, including homelessness

- education qualifications

- perceptions of the local area

- experience of crime and victimisation and fear of crime

- travel to work or education

- use of private and public transport

- travel on the previous day

- perceptions of services and local government

- experiences of neighbourhood disputes

- health problems and caring responsibilities

- employment status

- individual income from employment and other sources.

4. Limitations of the data

There are a number of important methodological and data issues that users need to be aware of when using the SHS data.

Like all sample surveys, the SHS can only produce estimates and these estimates are limited by a number of factors.

- Sample coverage – although there are no geographical exclusions to the survey, the sampling frame does not cover the whole population because of a combination of inherent limitations and administrative errors and delays.

- Sampling variability – all samples can differ from the population by chance. This is often referred to as sampling error.

- The number of cases that analysis is based on – estimates based on large samples are more accurate than those based on small samples.

- Bias in the achieved sample – if a sample under-represents sections of the population or if a large proportion of people do not answer some questions, the estimates may differ substantially from the population for reasons that are not a result of chance. For example, in 2003/2004, the unweighted sample of adults is 56% female and even after weighting 54% of the sample is female, but the true figure in the population is only 51%. This is an example of bias caused by young males, in particular, being difficult to contact or refusing to take part in the survey.

The SHS is also limited in the amount of detail it can collect about some topics. For example, it was not designed to provide reliable "economic" statistics (e.g. unemployment rates and average earnings).

The SHS's information about the **economic status** of members of the household reflects the view of the respondent to the "household" part of the interview, and so may not conform to official definitions of employment and unemployment, for example. As a result, the SHS cannot provide estimates of unemployment that are comparable to official statistics of unemployment.[6]

There are several reasons why the SHS data on **income** may not be reliable.

- The SHS only collects information from, or about, the Highest Income Householder and, if there is one, their spouse or partner.

- Information is provided "off the top of the head" as part of an interview on many other topics. There is no requirement to refer to pay slips or bank statements to check the figures.

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[6] See, for example, the comparison of economic activity estimates from the SHS and the Annual Scottish Labour Force Survey in *Fieldwork outcomes*, section 4 'Data quality'.

- Some people may not know the correct figure (particularly in the case of the income of a spouse/partner), and may just provide a guess, perhaps based on a level that they remember from some time ago.

- Other interviewees may under-state their income because they do not want to reveal how much they really earn.

- Because about a third of the households in the sample are unwilling or unable to provide income information, values for some or all of the main components of income have to be imputed.[7]

In 2004, researchers commissioned by the Scottish Executive and Communities Scotland compared the income data collected by the SHS and the Scottish House Conditions Survey (SHCS) with the income statistics produced from the Family Resources Survey.[8] Their main conclusions were:

- the SHS (and SHCS) under-estimate total household income, due to collecting only the income of the highest income householder and any spouse/partner

- when households with one adult or two adults who are spouses/partners are compared, there is good agreement between the SHS/SHCS and FRS income distributions for such households

- SHS (and SHCS) greatly under-estimate investment income and interest payments compared to FRS

- uncorrected bias in the SHS (and SHCS) age and sex distributions affects income distributions, particularly for one person households

- overall income from benefits agrees well between the surveys, but the individual benefits may be less accurately classified in the SHS (and SHCS).

As a multi-purpose survey of households, the SHS is not designed to provide the kinds of information about economic activity and household income that can be obtained from more specialised surveys such as the Labour Force Survey and the Family Resources Survey, which have questions and procedures which are designed to obtain much more reliable information on those matters than the SHS can collect. The SHS has questions on such topics *only* for selecting the data for particular groups of people (such as the unemployed or the low-paid) for further analysis, or for use as "background" variables when analysing other topics (such as the means of travel or the frequency of driving).

Although the SHS has a large sample that covers the whole of Scotland, it has some geographical limitations because of the sample sizes in small local authorities and because it is designed to be representative only at national and local authority level. This means:

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[7] Details of the imputation process can be found in the SHS Annual Report *Scotland's People: results from the 2003/2004 Scottish Household Survey*

[8] Raab, G., MacDonald, C. & Macintyre, C. (2004) *Comparison of income data between surveys of Scottish households*. Research commissioned by Communities Scotland. Copies are available on the SHS website or via the SHS Team.

- users need to be mindful of the sampling errors for analysis but especially when this is based on breakdowns within a single local authority

- it is not appropriate to undertake geographical analysis below local authority level since the sampling techniques used in some local authorities cannot guarantee representativeness in smaller areas.

4.1 Quarterly data for Scotland as a whole

The SHS was designed to provide results which are representative for Scotland as a whole for each quarter of the year. Although based on a large sample (nearly 4,000 households per quarter), they are still subject to sampling errors, so may well fluctuate from one quarter to the next. Therefore, apparent quarter-to-quarter changes should be interpreted cautiously, as they may well be due to sampling variability rather than representing genuine change.

This can be seen if one looks at the apparent quarter-to-quarter changes in some figures which one would expect to change only gradually from one quarter to the next - especially figures which show trends that one would *not* expect to be subject to short-term reversals. The SHS's quarterly Statistical Press Notices[9] provide a set of quarterly tables and charts. Examples of two of these (which were published in Spring 2005) appear on the following pages. The first example shows, quarter-by-quarter since the survey started, the (weighted) percentages of households in the sample with various numbers of cars available for private use; the second shows quarter-by-quarter figures for household tenure.

In both cases, the quarterly charts and tables show the kinds of long-term trends that one would expect (e.g. a gradual increase in two-car households) - but with some apparent "wobbliness" in the lines. Given the nature of car ownership and household tenure, one would *not* expect sudden short-term departures from the long-term trend (such as a sharp fall in the percentage of homes which are owned outright). However, the survey results sometimes suggest very surprising quarter-to-quarter changes. For example, the table below the first chart shows that, in 2004, the (weighted) percentage of households with 3+ cars appeared to increase from 3.0% in Q1 to 3.9% in Q2, then appears to fall to 3.1% in Q3. The cause cannot be any such change in car ownership across Scotland: it must just be sampling variability (the "luck of the draw" regarding which households were included in the sample in each quarter, and which of them agreed to take part in the survey). In the Annual Report's Appendix on confidence intervals and statistical significance, Table A3.1 indicates that the 95% confidence limits for an estimate of 5% based on a sample of 4,000 cases are about +/- 0.8%. The apparent fluctuation in the percentage of households with 3+ cars in the sample in the first three quarters of 2004 is a good illustration of such sampling variability.

The quarterly charts and tables also cover the following topics:
- rating of the neighbourhood as a place to live
- people who hold a full driving licence
- employed adults who work at or from home

- usual method of travel to work

- adults who make personal use of the internet

- adults who have given up their time to help as an organiser or a volunteer

- whether the household respondent/partner/spouse has a bank/building society account

- households with individuals who need regular help or care.

They can all be found on the SHS Web site: www.scotland.gov.uk/shs under "Publications".

Examples of charts and tables showing quarterly figures

Households with or without a car (%)

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9   Available at http://www.scotland.gov.uk/topics/statistics/16002/14050
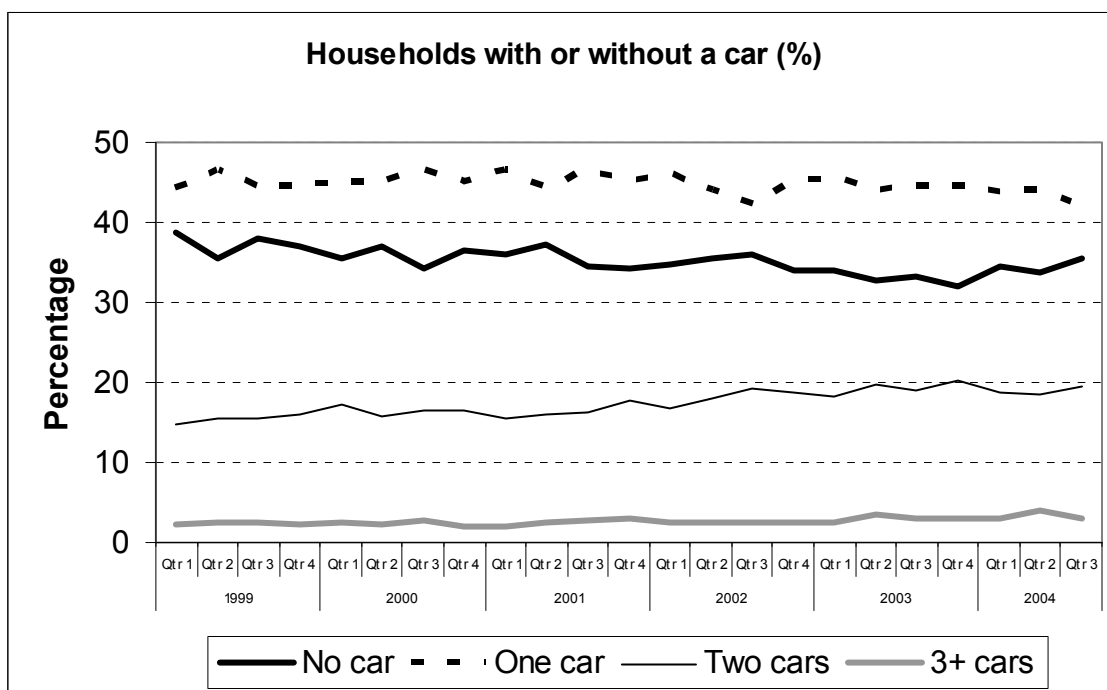
Year	Qtr	Number of cars available for private use:				All households
		None	1	2	3 +	
		percent of households				
1999	Qtr 1	38.7	44.3	14.7	2.3	100
	Qtr 2	35.5	46.5	15.5	2.5	100
	Qtr 3	37.9	44.4	15.4	2.4	100
	Qtr 4	37.1	44.5	16.1	2.3	100
2000	Qtr 1	35.5	44.9	17.2	2.4	100
	Qtr 2	37.1	45.0	15.7	2.2	100
	Qtr 3	34.2	46.6	16.5	2.7	100
	Qtr 4	36.4	45.1	16.4	2.0	100
2001	Qtr 1	36.1	46.4	15.5	2.0	100
	Qtr 2	37.2	44.3	15.9	2.6	100
	Qtr 3	34.6	46.5	16.2	2.7	100
	Qtr 4	34.2	45.1	17.7	2.9	100
2002	Qtr 1	34.7	46.0	16.8	2.4	100
	Qtr 2	35.5	43.9	18.0	2.6	100
	Qtr 3	35.9	42.3	19.2	2.6	100
	Qtr 4	33.9	44.9	18.8	2.4	100
2003	Qtr 1	34.0	45.4	18.2	2.5	100
	Qtr 2	32.7	44.0	19.8	3.5	100
	Qtr 3	33.3	44.5	19.1	3.1	100
	Qtr 4	32.1	44.6	20.3	3.0	100
2004	Qtr 1	34.5	43.7	18.8	3.0	100
	Qtr 2	33.7	44.1	18.4	3.9	100
	Qtr 3	35.4	42.1	19.5	3.1	100

Apparent quarter-to-quarter changes in the figures must be interpreted with caution: they could well be the result of sampling variability.
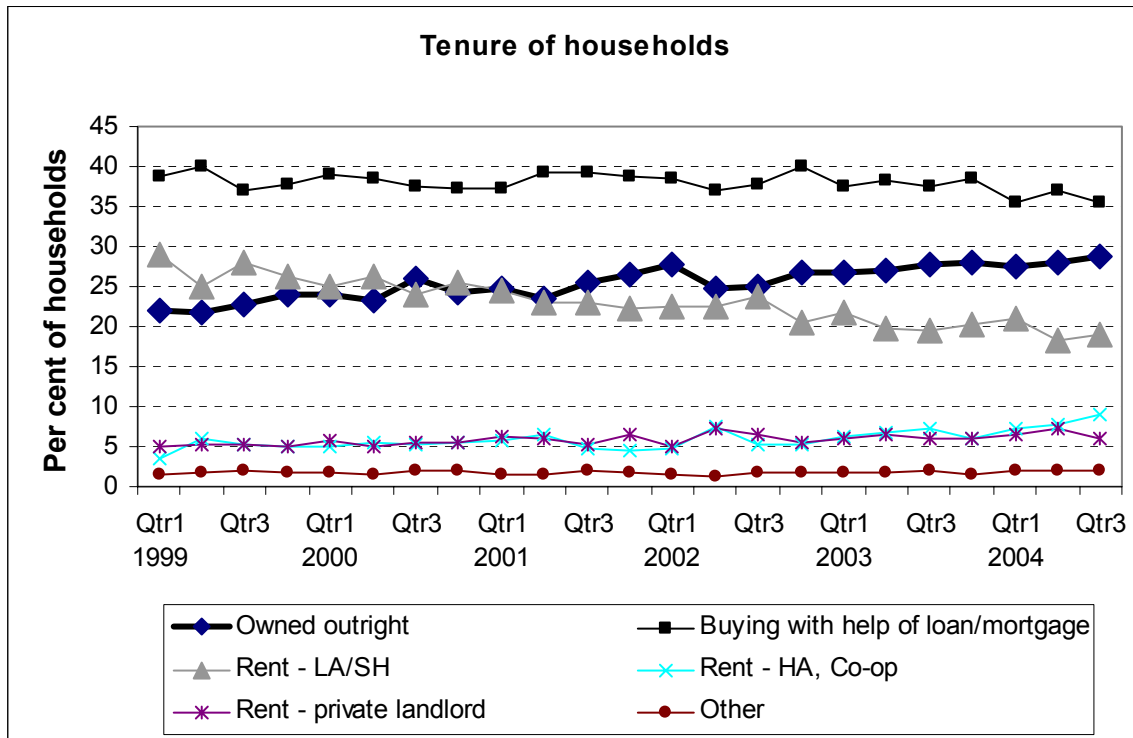
Tenure of households

		Household Tenure						All Tenures
Year	Qtr	Owned outright	Buying with help of loan/mortgage	Rent - LA/SH	Rent - HA, Co-op	Rent - private landlord	Other	
								Percent of Households
1999	Qtr1	22.1	38.7	29.1	3.5	4.9	1.6	100
	Qtr2	21.8	40.0	25.1	6.0	5.2	1.8	100
	Qtr3	22.7	37.1	28.0	5.2	5.2	1.9	100
	Qtr4	24.0	37.8	26.3	5.0	5.1	1.8	100
2000	Qtr1	23.9	38.9	24.9	4.9	5.7	1.7	100
	Qtr2	23.3	38.5	26.2	5.4	5.1	1.6	100
	Qtr3	25.9	37.4	24.0	5.3	5.6	1.9	100
	Qtr4	24.3	37.2	25.6	5.4	5.4	2.1	100
2001	Qtr1	24.7	37.2	24.5	5.8	6.2	1.6	100
	Qtr2	23.6	39.3	22.9	6.6	6.0	1.6	100
	Qtr3	25.6	39.2	23.0	4.8	5.3	2.0	100
	Qtr4	26.4	38.8	22.2	4.4	6.4	1.8	100
2002	Qtr1	27.7	38.5	22.5	4.8	4.9	1.5	100
	Qtr2	24.8	37.0	22.5	7.4	7.2	1.2	100
	Qtr3	24.9	37.8	23.8	5.2	6.6	1.7	100
	Qtr4	26.8	39.9	20.6	5.3	5.5	1.8	100
2003	Qtr1	26.7	37.4	21.8	6.3	6.1	1.7	100
	Qtr2	27.0	38.2	19.8	6.7	6.4	1.8	100
	Qtr3	27.8	37.6	19.6	7.2	5.9	1.9	100
	Qtr4	27.9	38.4	20.2	6.0	5.9	1.5	100
2004	Qtr1	27.6	35.6	21.1	7.2	6.4	2.0	100
	Qtr2	27.9	36.9	18.3	7.7	7.2	2.1	100
	Qtr3	28.7	35.4	18.9	8.9	6.0	2.1	100

Apparent quarter-to-quarter changes in the figures must be interpreted with caution: they could well be the result of sampling variability.

Appendix 1. Scottish Mosaic

Scottish MOSAIC is a neighbourhood classification system developed by Experian. It draws on a large number of Census variables, augmented by some published non-Census information, to generate a way of discriminating between postcodes in terms of housing and population types, and densities. The system has 12 broad groups, subdivided into 47 types. The whole of each postcode is allocated to whichever MOSAIC category appears the most appropriate, on the basis of the overall statistics for the postcode. This 'geo-demographic' system has been used in the sampling for the SHS.

At the sampling stage, it enables us to stratify postcodes by MOSAIC type prior to drawing the addresses for the survey, thus ensuring that our random sample of addresses properly reflects the profile of Scotland. In 2000, the MOSAIC classification was extensively revised. While this does not affect its use for sampling, it has made MOSAIC less appropriate for analysis of the survey and makes the classification used since 2001 incompatible with previous data.

Table A: Descriptors of MOSAIC Areas and comparison with 2003/2004 SHS

	Descriptor*		% of all households	% of SHS households
A – Urban Establishment	Professional Elites	A1	2.1	2.2
Percentage of all households - 12.8%	Captains of Industry	A2	0.5	0.6
Percentage of SHS households - 13.8%	Manicured Hideaways	A3	2.9	3.0
	Grey Affluence	A4	2.8	3.0
	Leafy Fringes	A5	4.5	4.8
B – Burdened Borrowers	Newly Built Homes	B6	2.4	2.5
Percentage of all households - 10.1%	First Time Mortgages	B7	2.8	2.7
Percentage of SHS households - 10.7%	Mobile Careerists	B8	4.2	4.5
	Brand New Areas	B9	0.8	0.8
C – Better Off Tenants	Showcase Estates	C10	3.1	3.2
Percentage of all households - 14.8%	Model Inter-War Semis	C11	2.8	3.2
Percentage of SHS households - 16.0%	City Terraces	C12	4.1	4.5
	Empty Nester Tenants	C13	4.9	5.1
D – Industrial Success	Craft Based Industry	D14	2.3	2.3
Percentage of all households - 7.1%	Blue Collar Buoyancy	D15	2.3	2.4
Percentage of SHS households - 6.9%	Smokestack Survivors	D16	2.4	2.3
E – Low Rise Council	Mature Blue Collar	E17	1.4	1.4
Percentage of all households - 9.3%	De-Industrial Legacy	E18	1.4	1.4
Percentage of SHS households - 8.9%	Mixed Flats/Houses	E19	3.4	3.2
	Small Town Poverty	E20	2.3	2.5
	Low Density Estates	E21	0.7	0.5
F – Council Flats	Better Council Flats	F22	1.9	1.5
Percentage of all households - 6.3%	Poor City Families	F23	2.2	2.1
Percentage of SHS households - 5.2%	Welfare Dependency	F24	2.2	1.5
G – Low Spending Elders	Vertical Villages	G25	1.6	1.3
Percentage of all households - 7.7%	Self Reliant Elders	G26	3.9	4.1
Percentage of SHS households - 7.2%	Sheltered Elderly	G27	2.2	2.1
H – Hi-Rise & Tenements	System Built Schemes	H28	1.7	1.1
Percentage of all households - 5.6%	Low Income Tenements	H29	2.2	2.3
Percentage of SHS households - 4.7%	Shipyard Legacy	H30	1.7	1.4
I – Metro Lifestyles	Young Influentials	I31	1.8	2.0
Percentage of all households - 8.8%	Multicultural Solos	I32	0.5	0.4
Percentage of SHS households - 7.6%	Gentrified Tenements	I33	2.5	2.3
	Cosmopolitan Chic	I34	1.2	1.2
	Urban Renaissance	I35	2.7	2.0
J – White Collar Owners	Upscale Older Villas	J36	2.8	2.6
Percentage of all households - 12.5%	Middle Class Caution	J37	3.8	3.5
Percentage of SHS households - 11.9%	Agricultural Centres	J38	2.5	2.8
	Rural Commuters	J39	3.4	3.2
K – Open Countryside	Rural Enterprise	K40	2.7	2.5
Percentage of all households - 5.1%	Farmers & Crofters	K41	2.4	2.3
Percentage of SHS households - 5.2%				
L – Institutional Areas	Non Private Housing	L42	0.0	0.0
Percentage of all households - 0.0%				
Percentage of SHS households - 0.0%				
	Totals		100%	100.0%

* The 'descriptors' are those used by Experian and reflect the marketing origins of the MOSAIC classification system.

SCOTTISH EXECUTIVE STATISTICAL SERVICES

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W: www.scotland.gov.uk/shs

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	Scotland's People: Results from the 2003/2004 Scottish Household Survey	August 2005	£20.00
	Scottish Household Survey: Methodology 2003/2004	August 2005	£2.00
	Scottish Household Survey: Questionnaire: April 2003 to December 2004	August 2005	£2.00
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SCOTTISH HOUSEHOLD SURVEY: FIELDWORK OUTCOMES 2003/2004

A SCOTTISH EXECUTIVE NATIONAL STATISTICS PUBLICATION

scotland's people

Steven Hope

MORI Scotland

Chris Martin

TNS Social

Contents

List of Tables

1. Survey overview

Background to the SHS

The Scottish Household Survey (SHS) is a major cross-sectional survey that was first commissioned by the Scottish Executive in 1998 to provide reliable and up-to-date information on the composition, characteristics and behaviour of Scottish households, both nationally and at a sub-national level.

The specific aims of the survey are as follows:

- to provide household and individual information previously unavailable in Scotland, particularly to support the work of the Scottish Executive's transport, housing and social justice policy areas and the work of the Scottish Parliament

- to permit disaggregation of such information both geographically and in terms of population sub-groups (such as families with children or the elderly)

- to allow the relationships between social variables within households to be examined. This will support cross-departmental and inter-departmental policies such as those on social justice

- to allow early detection of national trends

- to allow detailed follow-up surveys of sub-samples from the main survey sample, if required.

Since 1999, the SHS has been carried out by a team from MORI and TNS Social. The same team was reappointed when the survey was subject to tender in 2002.

Detailed Technical Reports have been published annually covering the survey methodology, fieldwork outcomes and the questionnaire used. To provide users with the information they require and to limit unnecessary duplication, these three aspects of the survey have been split into three separate documents.

Scottish Household Survey: Methodology 2003/2004 - includes information about the sample size and design (e.g. stratification and clustering within local authorities), data collection methods and instruments, the limitations of the data, and the Scottish MOSAIC classification.

Scottish Household Survey: Fieldwork outcomes 2003/2004 - includes information about response rates, weighting factors, establishing the quality of the SHS results (by comparing them with those of the Census and other surveys), the survey's design factors and complex standard errors.

Scottish Household Survey: Questionnaire April 2003 to December 2004 - shows all the questions (apart from repetitive details within the Travel Diary, and sections which identify and correct errors), to whom they relate, and the circumstances in which certain questions are not asked.

This document deals with fieldwork outcomes and data quality for 2003/2004.

Reporting conventions

In tables showing percentages as whole numbers, zero values are displayed as a dash (-), values between 0% and 0.5% are displayed as 0% and values between 0.5% and 1% are rounded to 1%. Where percentages are shown to one or more decimal place, the final digit will have been rounded up or down. As a result of rounding within tables, the sum of individual items may not equal the totals for rows or columns.

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2. Fieldwork targets and outcomes

The requirements of the sample for the survey are as follows:

- it should provide an achieved national sample of 31,000 interviews over two years

- interviews should be spread evenly across the 24 months of interviewing

- the sample should be fully national in character (i.e. covering the whole of mainland Scotland and the Islands) and each quarter should produce nationally representative results

- results as reliable as those of a simple random sample of 500 should be available for the larger local authorities on an annual basis and for all local authorities (regardless of size) after 2 years

- the sample should be capable of producing data representative both of Scottish households and the adult (aged 16+) population resident in private households.

With the sample designed to meet these objectives, these represent the key performance criteria for the survey. The survey's administration procedures are designed to minimise the impact of problems such as potential respondents not being at home or being unable to take part because of communication difficulties. Interviewers are required, for example, to make a minimum of 6 calls at each address on different days and at different times before it is considered 'no contact'. Even then, addresses will be reissued at a later stage in the fieldwork. Similarly 'soft' refusals such as 'too busy' or 'going out' are reissued.

Where interviewers are unable to conduct interviews in English or because the respondent is blind or partially sighted, these addresses will be revisited by an interviewer accompanied by an interpreter and, if appropriate, with showcards printed in a range of languages to minimise the extent to which language and communication barriers prevent people from taking part.

Nevertheless, participation in surveys is voluntary and some potential respondents refuse to take part. Similarly, no contact may be made at an address. This often reflects combinations of household types (single adults of working age), lifestyles (long working hours, active social lives), particular types of neighbourhoods and passive refusal (reluctance to open doors to strangers).

Sample performance

The first stage in assessing the performance of the sample is to determine the extent to which the sample selected for the survey matches the population from which the sample was drawn. Although it is unlikely, there is a theoretical possibility that a random sample will be significantly unrepresentative of the population. This possibility is increased by clustering the sample as well as disproportionate sampling between local authorities.

The table below therefore assesses the extent to which the sample drawn for 2003/2004 reflects the Mosaic profile of Scotland, after taking account of disproportionate sampling.

Table 2-1: Mosaic profile of sampled addresses and all Scottish households

	2003/2004 sample (%)	Scotland (%)
Urban establishment	12.3	12.8
Burdened borrowers	10.3	10.3
Better off tenants	14.6	14.4
Industrial success	6.6	6.9
Low rise council	9.1	9.0
Council flats	5.8	5.8
Low spending elders	7.5	7.6
Hi-rise and tenements	5.5	5.2
Metro lifestyles	9.2	8.8
White collar owners	12.1	12.4
Open countryside	4.9	5.0
Unclassified	2.0	2.0

Sample data is weighted to take account of disproportionate sampling between local authorities
The 'descriptors' are those used by Experian – the developers of MOSAIC and reflect the marketing origins of the MOSAIC classification system.

Ineligible addresses

The sampling for the survey[1] makes assumptions about the proportion of addresses that will be ineligible for interview in each local authority. Ineligible addresses would include derelict, vacant and non-residential addresses. The allowance for ineligible addresses is based on the proportion that was actually identified in the course of the 1999/2000 SHS fieldwork, the most recent two-year sweep when the sample was being designed in 2002. The extent to which these assumptions are accurate has an important bearing on the survey outcomes. If there are more 'deadwood' addresses, the interviewers have a smaller pool of addresses from which to achieve the target number of interviews. Conversely, a smaller proportion of 'deadwood' addresses should make it easier to achieve the target number of interviews but this target will be met with a lower response rate. Thus, overall, if the proportion of deadwood differs from the sampling assumptions this might have some impact on achieving the interview target and the target response rate.

Table 2-2 shows the proportion of deadwood addresses assumed in each local authority when sampling for 2003/2004 and compares this with the proportion recorded by interviewers in the field.

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[1]   See *Scottish Household Survey: Methodology 2003/2004*

Table 2-2: Deadwood rate assumptions and actual deadwood
Sorted in descending order of deviation (absolute value) between actual and assumption

	1999/2000 deadwood (assumption for sampling 2003/2004) (%)	2003/2004 actual deadwood (%)	Deviation (% points)
Argyll and Bute	16.4	22.0	5.6
Orkney Islands	15.5	11.4	-4.1
Shetland Islands	13.4	9.5	-3.9
West Dunbartonshire	6.5	10.0	3.5
Eilean Siar	11.5	14.5	3.0
Highland	13.0	10.2	-2.8
Stirling	6.4	9.2	2.8
Angus	6.2	8.3	2.1
Clackmannanshire	5.8	7.9	2.1
Renfrewshire	10.1	12.2	2.1
Dumfries and Galloway	8.0	9.9	1.9
Perth and Kinross	7.6	9.5	1.9
East Ayrshire	7.6	5.8	-1.8
Falkirk	4.7	6.5	1.8
Fife	6.5	8.2	1.7
East Dunbartonshire	3.0	4.2	1.2
East Renfrewshire	5.5	4.4	-1.1
Edinburgh, City of	9.2	8.1	-1.1
Dundee City	13.0	12.0	-1.0
West Lothian	6.6	5.6	-1.0
South Ayrshire	7.2	8.1	0.9
East Lothian	7.3	6.5	-0.8
North Lanarkshire	6.6	5.9	-0.7
Scottish Borders	10.5	9.8	-0.7
Aberdeenshire	9.7	9.1	-0.6
Moray	9.9	9.3	-0.6
South Lanarkshire	6.8	7.4	0.6
Inverclyde	11.4	11.9	0.5
Midlothian	4.2	4.6	0.4
Aberdeen City	9.8	10.0	0.2
Glasgow City	12.9	12.9	0.0
North Ayrshire	9.1	9.1	0.0
All areas	**9.1**	**9.4**	**0.3**

This shows that overall, and in many local authorities, the level of deadwood recorded by interviewers was close to that used as the basis for the survey sampling. There is, of course, some deviation from the assumptions, reflecting sampling variability in both the base data used for sampling and the sampled addresses and the passage of time since 2000. In spite of the deviation from assumptions, using different deadwood assumptions in individual local authorities rather than previous practice of a uniform 10% in all areas improves the structure of the sample and should contribute to meeting fieldwork targets. Where the experience differs from the assumptions this is likely to reflect a combination of factors such as:

- housing regeneration and redevelopment, which leads to demolition and vacant properties (increasing deadwood) and properties being brought back into use (lowering deadwood).

- expansion of holiday properties and second homes, which are ineligible for inclusion in the survey, raising deadwood.

Fieldwork performance

The profile of the sample selected and the level of deadwood are primarily qualities of the sampling frame and the assumptions used to sample. Inaccuracy and bias in these can have a knock-on effect on fieldwork performance. The other elements of fieldwork performance reflect:

- survey administration procedures and interviewer performance

- the availability of members of the public to be interviewed

- the ability of members of the public to participate in the interview

- the willingness of members of the public to participate in the survey.

Performance on each of these elements (as well as deadwood) is recorded as part of interviewers' attempts to secure interviews although there is, inevitably, interaction between these different aspects of performance. Overall, performance is summarised in the survey response rate and this is shown below for the 2003/2004 sample. This takes account of the continuous nature of the survey. The data file for each year will contain a small proportion of interviews conducted on samples drawn in previous years. Similarly some of the addresses issued during any year will not be carried out until after the data file has been closed for analysis. These interviews are carried into the next data file. The response rates therefore report the outcomes for addresses sampled for a given period regardless of when the interview was carried out.

Table 2-3: Summary of outcomes at issued addresses for 2003/2004 sample

	Frequency	Percent	Valid Percent
Complete interview	30,661	62.5	68.9
Interview / partial interview achieved but data deleted	108	0.2	0.2
No contact with anyone at the address	5,516	11.2	12.4
Office refusal	659	1.3	1.5
Refusal by selected respondent	5,710	11.6	12.8
Refusal by proxy	396	0.8	0.9
Broken appointment, no recontact	190	0.4	0.4
Ill at home during survey period	300	0.6	0.7
Away/in hospital during survey period	313	0.6	0.7
Language	22	0.0	0.0
Other non-response	609	1.2	1.4
Total eligible for inclusion in the survey	**44,485**	**90.6**	**100.0**
Not yet built/under construction	49	0.1	
Demolished/derelict	622	1.3	
Vacant/empty	2,204	4.5	
Non-residential address	590	1.2	
Communal establishment/institution	84	0.2	
Address out of scope	424	0.9	
Insufficient address/no trace	381	0.8	
Other ineligible	246	0.5	
Total ineligible	**4,600**	**9.4**	
Total issued addresses	**49,085**	**100.0**	

Trends in response rates

With a response rate of 68.9%, the 2003/2004 sweep of the survey achieved a higher response rate than either of the previous two-year sweeps of the SHS. In 1999/2000 the overall response rate was 66% and in 2001/2002 was 67%. The table below shows the rates for each local authority.

Table 2-4: Trends in SHS response rates 1999 to 2004

	Response rate 1999/2000 (%)	Response rate 2001/2002 (%)	Response rate 2003/2004 (%)	Change 2001/2002 to 2003/2004 (% points)
Aberdeen City	65	67	66	-1
Aberdeenshire	68	70	74	4
Angus	67	73	75	2
Argyll and Bute	71	69	73	4
Clackmannanshire	66	62	71	9
Dumfries and Galloway	69	69	73	4
Dundee City	62	66	67	1
East Ayrshire	69	71	75	4
East Dumbartonshire	68	69	73	4
East Lothian	67	63	67	4
East Renfrewshire	59	63	66	3
Edinburgh, City of	64	60	63	3
Eilean Siar	79	81	79	-2
Falkirk	66	65	74	9
Fife	65	65	75	10
Glasgow City	62	63	60	-3
Highland	68	71	70	-1
Inverclyde	68	69	73	4
Midlothian	66	66	68	2
Moray	72	72	76	4
North Ayrshire	70	63	69	6
North Lanarkshire	61	64	67	3
Orkney Islands	70	80	80	0
Perth and Kinross	70	68	67	-1
Renfrewshire	64	65	71	6
Scottish Borders	68	71	78	7
Shetland Islands	70	78	80	2
South Ayrshire	67	68	71	3
South Lanarkshire	64	65	67	2
Stirling	68	71	77	6
West Dumbartonshire	63	64	67	3
West Lothian	65	65	71	6
Total	**66**	**67**	**69**	**2**

The highest response rates were achieved in island and largely rural authorities with Orkney and Shetland both achieving response rates of 80% while Eilean Siar and Scottish Borders had rates of 79% and 78% respectively. The lowest response rates were achieved in Glasgow City (60%), the City of Edinburgh (63%) and Aberdeen City (66%). All but five local authorities had higher response rates in 2003/2004 than in 2001/2002.

Achieved interviews compared with targets – household interviews

The number of interviews compared with the target, and the corresponding response rates, are the principal measures of survey performance although issues of data quality and bias also need to be considered. The table below compares interview targets and achievement in each local authority.

Table 2-5: Household interview targets and numbers achieved in each local authority, 2003/2004

	Target	Achieved	% of target achieved	Over / under achieved
Aberdeen City	1,309	1,215	93	-94
Aberdeenshire	1,217	1,233	101	16
Angus	612	628	103	16
Argyll and Bute	587	551	94	-36
Clackmannanshire	588	579	98	-9
Dumfries and Galloway	843	815	97	-28
Dundee City	850	866	102	16
East Ayrshire	667	695	104	28
East Dunbartonshire	564	550	98	-14
East Lothian	588	549	93	-39
East Renfrewshire	543	564	104	21
Edinburgh, City of	2,733	2,489	91	-244
Eilean Siar	566	549	97	-17
Falkirk	793	824	104	31
Fife	1,971	2,083	106	112
Glasgow City	3,662	3,241	89	-421
Highland	1,199	1,167	97	-32
Inverclyde	539	546	101	7
Midlothian	576	561	97	-15
Moray	600	613	102	13
North Ayrshire	796	752	94	-44
North Lanarkshire	1,728	1,757	102	29
Orkney Islands	596	665	112	69
Perth and Kinross	767	674	88	-93
Renfrewshire	1,014	994	98	-20
Scottish Borders	605	663	110	58
Shetland Islands	602	653	108	51
South Ayrshire	624	624	100	0
South Lanarkshire	1,630	1,565	96	-65
Stirling	578	612	106	34
West Dunbartonshire	520	509	98	-11
West Lothian	866	875	101	9
Total	**31,333**	**30,661**	**98**	**-672**

The highest levels of under-achievement were in Glasgow City and the City of Edinburgh – Scotland's largest cities and this has been a consistent feature of the SHS since it started, reflecting the concentrations of household and neighbourhood characteristics that make refusal and non-response more likely. Taken together, these authorities account for 56% of the total shortfall (i.e. the sum of all the authorities where the interviews achieved is short of target). The highest percentage shortfalls were in Perth and Kinross (88% of target achieved) and Glasgow (89% achieved).

Achieved interviews – the random adult

The two-part structure of the SHS interview requires the selection of a random adult within the household who completes the second half of the interview. This represents a second opportunity for potential respondents to withdraw from the interview either because they refuse to take part or are unable, unavailable or not contactable for interview.

There is inevitably a degree of attrition between the household and random adult sections of the interview and overall, random adult interviews were achieved at 93% of households where a household interview was completed. The participation rate varied from 86% in Aberdeen to 98% in East Renfrewshire and Shetland. This means that while the household response rate was 69%, the random adult response rate

was 64%. As with the household response rate, this is higher than the rates of 62% in both the 1999/2000 and 2001/2002 sweeps. Across local authorities, there is some variation in the random adult response rate, with random adult response rates of 56% in Aberdeen and Glasgow and 58% in Edinburgh. This compares with rates of 77% in Eilean Siar and Orkney and 79% in Shetland.

Table 2-6: Random adult (RA) response rates, 2003/2004

	Valid addresses	Household interviews	Random adult interviews	RA interviews as % of valid addresses	RA interviews as % of household interviews
Aberdeen City	1,871	1,215	1,050	56	86
Aberdeenshire	1,667	1,233	1,158	69	94
Angus	842	628	587	70	93
Argyll and Bute	752	551	524	70	95
Clackmannanshire	813	579	541	67	93
Dumfries and Galloway	1,118	815	784	70	96
Dundee City	1,283	866	779	61	90
East Ayrshire	933	695	651	70	94
East Dumbartonshire	757	550	499	66	91
East Lothian	821	549	503	61	92
East Renfrewshire	877	564	550	63	98
Edinburgh City	3,962	2,489	2,293	58	92
Eilean Siar	694	549	532	77	97
Falkirk	1,113	824	772	69	94
Fife	2,768	2,083	1,978	71	95
Glasgow City	5,453	3,241	3,077	56	95
Highland	1,679	1,167	1,024	61	88
Inverclyde	763	546	519	68	95
Midlothian	825	561	531	64	95
Moray	810	613	584	72	95
North Ayrshire	1,089	752	696	64	93
North Lanarkshire	2,632	1,757	1,632	62	93
Orkney	827	665	638	77	96
Perth and Kinross	1,011	674	602	60	89
Renfrewshire	1,415	994	932	66	94
Scottish Borders	845	663	633	75	95
Shetland	814	653	639	79	98
South Ayrshire	878	624	591	67	95
South Lanarkshire	2,381	1,565	1,479	62	95
Stirling	792	612	554	70	91
West Dumbartonshire	755	509	462	61	91
West Lothian	1,245	875	810	65	93
Total	**44,485**	**30,661**	**28,604**	**64**	**93**

3. Weighting

Two types of weighting are potentially necessary with a sample of this kind. The first is intrinsic to the survey design and represents weights necessary to compensate for unequal probabilities of selection for individuals, households or other units of analysis. The second may be necessary to counteract the effects of non-response bias. Although these represent two distinct rationales for weighting, in terms of analysis the different weights are combined into a single weighting variable for each unit of analysis.

In the SHS, there are five weights that can be used – four in the main survey dataset and one specific to the travel diary. However, LA_WT and IND_WT are used for most analyses, with the others used for smaller specific subsets of the sample.

- LA_WT which is used for analysis of data about the household and data collected from or about the HIH and spouse. This includes all variables asked in the first part of the interview, apart from the questions about the random schoolchild and the random child receiving childcare.

- IND_WT which is used for analysis of data in derived variables about the random adult or collected from the random adult. This includes all variables in the second part of the interview.

- KID_WT which is used for analysis of questions related to the random schoolchild – HE9 to HE17N inclusive (see **Questionnaire**).

- RANKIDWT which is used for question HE5 where a child receiving childcare is selected at random from all the children receiving childcare in the household.

- TRAV_WT, contained in the travel diary data, which is used for analysing that data.

Design weighting

Weighting for analysis based on household data
The weight for analysis of household data, LA_WT, has two main elements. Firstly, it is necessary to 'weight up' those local authorities which were under-sampled and 'weight down' those which were over-sampled (this is a weight of the first type mentioned above, which adjusts for unequal probabilities of selection). Secondly, the weight addresses any disproportionality introduced by differential response rates between local authorities. The combination of these two elements is shown in Table 3-1. (The weights for some local authorities vary between one quarter and the next because the number of achieved interviews fluctuates between quarters.) The final sample profile across the two years should, therefore, correctly reflect the distribution of households across Scotland's local authorities.

Weights are calculated for each local authority each quarter and based on the quarter in which the interviews were undertaken (regardless of when the address was sampled). This reflects the need for the data to be nationally representative in each quarter and should allow any published findings to be

reproduced by selecting the relevant quarter's data. In practice, however, it may not be possible to reproduce exactly some of the results from earlier publications if the data for that quarter were subsequently changed (e.g. to correct errors that were identified later).

Table 3-1: Weights to account for disproportionate sampling and differences in household response rates by local authority and quarter, 2003/2004

	2003					2004			
	Q1	**Q2**	**Q3**	**Q4**		**Q1**	**Q2**	**Q3**	**Q4**
Aberdeen City	1.02	1.10	1.20	1.10		1.13	1.19	1.30	0.97
Aberdeenshire	0.96	1.12	0.92	1.08		1.14	1.13	0.92	1.06
Angus	0.89	1.02	1.09	1.23		0.85	1.35	1.03	1.11
Argyll and Bute	1.12	0.86	0.98	1.06		0.88	1.12	0.84	1.19
Clackmannanshire	0.57	0.52	0.64	0.43		0.49	0.52	0.39	0.55
Dumfries and Galloway	0.97	1.07	1.07	1.01		0.91	1.41	1.26	1.21
Dundee City	1.20	1.02	0.91	1.17		0.97	1.07	1.14	1.47
East Ayrshire	1.02	1.11	1.03	1.29		0.92	0.85	1.05	1.03
East Dumbartonshire	1.29	0.90	1.23	1.34		1.11	0.97	1.13	0.89
East Lothian	1.01	1.29	0.96	0.80		1.24	0.75	1.18	0.82
East Renfrewshire	0.76	0.89	0.87	0.61		0.69	1.04	0.85	1.16
Edinburgh City	1.26	1.13	1.16	1.16		1.21	0.94	1.19	1.20
Eilean Siar	0.28	0.26	0.48	0.18		0.32	0.38	0.30	0.34
Falkirk	1.24	1.34	0.99	1.02		1.01	0.98	0.93	1.05
Fife	1.06	1.15	0.85	1.06		0.91	1.11	0.97	1.04
Glasgow City	1.11	1.09	1.28	1.29		1.22	1.17	1.16	1.10
Highland	1.06	1.09	1.03	1.17		0.94	1.20	1.11	1.04
Inverclyde	1.02	0.92	1.02	1.15		1.38	0.98	0.82	0.70
Midlothian	0.81	0.82	0.72	0.88		0.84	0.85	0.86	0.73
Moray	0.73	0.65	0.96	0.98		0.77	0.82	0.78	1.00
North Ayrshire	1.07	1.03	1.26	1.23		1.35	0.81	1.20	1.09
North Lanarkshire	1.05	0.99	1.21	0.96		1.21	1.01	1.11	0.98
Orkney	0.19	0.20	0.14	0.18		0.19	0.21	0.16	0.17
Perth and Kinross	1.13	1.13	1.26	1.18		1.11	1.29	1.40	1.14
Renfrewshire	1.10	1.25	1.03	0.98		1.15	1.24	1.00	0.95
Scottish Borders	1.03	1.13	0.86	0.97		0.81	1.07	1.32	0.89
Shetland	0.20	0.21	0.17	0.24		0.17	0.21	0.17	0.22
South Ayrshire	1.10	1.05	1.29	0.88		1.17	1.00	0.97	1.55
South Lanarkshire	1.13	1.07	0.94	1.30		1.07	1.27	1.13	1.11
Stirling	0.97	0.74	0.72	0.75		0.93	0.72	0.80	0.86
West Dumbartonshire	1.01	1.24	1.93	0.82		1.09	0.99	1.12	1.31
West Lothian	0.93	1.07	1.09	0.95		1.34	0.85	1.08	0.96

No other weight is applied across all cases in order to compensate/adjust for the unequal probabilities of selection. Strictly speaking, however, a corrective weight should be applied in those cases in which the Multiple Occupancy Indicator (MOI) on the Postcode Address File (PAF) is found to be inaccurate. The reason for this is that a property-type bias might otherwise be introduced. For example, if tenement properties were consistently found to contain multiple dwellings when the MOI had indicated that they contained just one, each achieved interview at such an address should be given a weight proportional to the actual number of dwellings, to compensate for the reduced probability of selection for each dwelling at that address. All properties within that local authority area should then be weighted back down slightly in order that the actual and weighted sample sizes remain the same.

In practice, the MOI was found to be inaccurate in only 2% of cases. The impact of weighting to correct for these would have been negligible so it was decided not to weight by the MOI in order to avoid additional complexity in the weighting scheme for the survey.

Similarly, in theory an additional weight should be applied in cases where a dwelling contains more than one household, only one of which is interviewed, in order to adjust for the lower probability of selection for each of the households in that dwelling. In practice, however, as only a very small number of dwellings were found to contain more than one household, the use of such a weight would make very little difference to the overall results, and it was therefore felt that it was not worthwhile introducing further complication to the weighting calculations.

Weighting for analysis based on individual (random adult) data

Using the Postcode Address File produces a sample of households, so for analysis of individual level data it is also necessary to weight the responses of the 'random adult' by the number of adults resident in the household who were eligible for interview.[2] The reason for this is that individuals living in larger households have a lower probability of selection than adults in, for example, single adult households where that one person must be sampled.

As a result of this, the *unweighted* profile of 'random adult' respondents will tend to be skewed towards those sections of the population most likely to live in households with fewer adults (older people and older females in particular) and away from those likely to live in households with larger numbers of adults (younger people). Once the data are weighted by the number of eligible adults in the household, however, one should see the profile correct itself significantly. In most surveys of this kind, however, some under-representation of younger people and males, and over-representation of older people and females, is likely to remain because of the effects of non-response bias. Depending on the extent of the remaining skew, it may be necessary to adopt further corrective measures but this has not been the case so far.

Analysis of data based on the 'random adult' also requires a further weight to take account of differences between the number of such interviews completed in each local authority area and the actual adult population of such areas. Like the element of the household data weight which adjusts for differences in fieldwork outcomes by local authority, this is intended not to compensate for unequal probabilities of selection but to ensure that the final profile of 'individual' data correctly reflects the relative populations of the different local authority areas once variations in fieldwork outcomes have been assessed. This is not identical to the weight described for analysis of household data, since variation in response rates for the second part of the interview may have produced a slightly different distribution from that of 'householder' interviews. The weights required for each local authority (which are then multiplied by the number of adults in the household to create the weight for each case, which is then scaled so that the number of weighted cases is the same as the total number of random adult interviews) are summarised below.

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[2]   This weight incorporates the local authority weight described earlier. This is necessary for all analyses (whether of households or individuals) if the Scottish population resident in private households is to be represented accurately. The way in which weights are combined is further described later in this section.

Table 3-2: Weights to account for disproportionate sampling and differences in random adult response rates by local authority and quarter, 2003/2004

	2003				2004			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Aberdeen City	1.29	1.17	1.21	1.38	1.10	1.28	1.22	1.19
Aberdeenshire	0.92	1.01	0.83	0.97	1.10	1.02	0.86	0.99
Angus	0.86	1.02	1.16	1.26	0.87	1.39	1.13	1.13
Argyll and Bute	1.15	0.87	1.07	1.05	0.87	1.13	0.87	1.16
Clackmannanshire	0.55	0.58	0.60	0.44	0.46	0.49	0.38	0.56
Dumfries and Galloway	0.88	1.09	0.97	0.99	0.76	1.43	1.23	1.21
Dundee City	1.41	1.10	1.07	1.18	1.07	1.34	1.23	1.82
East Ayrshire	1.04	1.17	1.11	1.46	0.92	0.84	1.14	0.84
East Dumbartonshire	1.29	0.79	1.09	1.24	1.09	0.86	1.03	0.80
East Lothian	0.97	1.16	1.00	0.82	1.28	0.79	1.32	0.77
East Renfrewshire	0.68	0.84	0.80	0.54	0.61	0.89	0.78	1.10
Edinburgh City	1.32	1.15	1.24	1.31	1.32	1.03	1.22	1.30
Eilean Siar	0.28	0.26	0.43	0.15	0.28	0.37	0.31	0.31
Falkirk	1.07	1.25	0.99	1.02	0.97	0.97	0.96	1.11
Fife	1.11	1.22	0.84	0.99	0.89	1.03	0.96	0.99
Glasgow City	1.15	1.18	1.38	1.32	1.31	1.20	1.12	1.07
Highland	1.11	1.05	1.08	1.22	0.95	1.27	1.31	1.01
Inverclyde	1.00	0.97	0.90	1.02	1.35	0.92	0.71	0.69
Midlothian	0.82	0.86	0.72	1.01	0.73	0.84	0.77	0.78
Moray	0.73	0.60	0.92	0.93	0.67	0.72	0.76	0.87
North Ayrshire	1.04	1.00	1.47	1.28	1.35	0.83	1.27	1.12
North Lanarkshire	0.98	0.92	1.19	0.94	1.26	0.95	1.17	0.92
Orkney	0.19	0.20	0.13	0.18	0.20	0.19	0.15	0.15
Perth and Kinross	1.19	1.20	1.32	1.22	1.29	1.44	1.43	1.31
Renfrewshire	1.11	1.29	0.92	0.89	1.07	1.20	0.90	1.06
Scottish Borders	0.94	1.15	0.88	1.11	0.75	1.09	1.52	0.85
Shetland	0.18	0.22	0.18	0.25	0.19	0.20	0.17	0.22
South Ayrshire	1.05	1.05	1.20	0.80	1.16	1.06	0.99	1.45
South Lanarkshire	1.08	0.97	0.87	1.26	1.08	1.27	1.11	1.06
Stirling	0.97	0.77	0.77	0.71	1.05	0.72	0.82	0.93
West Dumbartonshire	1.03	1.20	1.90	0.86	1.62	1.06	1.10	1.56
West Lothian	0.88	1.00	1.09	0.95	1.14	0.79	1.12	1.05

Weighting for analysis based on the 'random schoolchild'

Data relating to the information collected about a 'random schoolchild' needs to be weighted so that this information will represent correctly the population of schoolchildren resident within households. If not, it will proportionately over-represent the characteristics and experiences of 'only' children and under-represent those of children from larger families. The weight for the random schoolchild case is created by combining the number of schoolchildren in the household and the relevant local authority weight, and scaling the result so that the number of weighted cases is the same as the total number of random schoolchildren about whom the questions were asked.

Weighting for the selection of a random child receiving childcare

In households with more than one child using some form of childcare, one child is selected randomly by the CAPI script and questions about the use of childcare are asked in relation to that person. This data needs to be weighted to account for the lower probability of each child being selected in households with multiple children. The weight for the random child is created by combining the number of children in the household using childcare and the relevant local authority weight, and scaling the result so that the

number of weighted cases is the same as the total number of children about whom the questions were asked.

Weighting for analysis based on the Travel Diary

Examination of the SHS data suggests that significantly fewer interviews take place on Fridays, Saturdays and Sundays than on other days of the week. As differences in the proportions of adults interviewed on each day of the week will affect the Travel Diary data's representativeness of travel patterns for the week as a whole, it was decided to introduce a weight to compensate for this. This simply 'up-weights' interviews carried out on days of the week on which fewer than one-seventh of all interviews have taken place and 'down-weights' those carried out on days on which more than one-seventh of all interviews have been completed.

It is also apparent that the distribution of interviews by the day of the week differs for certain sub-sections of the adult population. For example, disproportionately more adults in full-time employment are interviewed at the weekend (due to their greater availability then), thus yielding an inaccurate picture of the travel patterns of those in full-time employment. The Travel Diary weighting factor is therefore refined to compensate for this.

The weight created for any analysis of the Travel Diary combines the above weighting factors and the existing 'random adult' weights. Further information about the Travel Diary, including a comparison to the National Travel Survey, is available in the Travel Diary User Guide.[3]

No additional corrective weighting

The weighting scheme for the SHS is intentionally simple. This reflects, in part, a desire to keep the processes of the survey straightforward so that the data can be made available for analysis as quickly as possible. It also reflects the limited extent to which the SHS data differs substantially from comparator data, as shown below. Thus, no additional corrective weighting has ever been applied to the data beyond that required to account for sample design and differential response rates between local authorities.

This aspect of the survey has been subject to review by the Office for National Statistics as part of a major study comparing non-respondents to the SHS with Census data.[4] This study concluded that while comparison with the Census showed some bias in the SHS, this was not substantial although some corrective weighting would be recommended. Work is currently underway to determine the best way to carry out corrective weighting, taking account of the timetable for data delivery.

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[3]   http://www.scotland.gov.uk/Topics/Statistics/16002/4712

[4]   Freeth, S and Sparks, J (2004) *The Scottish Household Survey: Report of the 2001 Census-linked study of survey non-response*. Full report available at http://www.scotland.gov.uk/topics/statistics/16002/22861

4. Data quality

The issue of bias arises in every survey of the population. There are a number of sources of bias, some of which reflect aspects of the survey design (such as the sampling frame or who is deemed eligible for interview). However, bias is also a reflection of those aspects of fieldwork outcomes mentioned above:

- the quality of survey administration procedures

- whether potential respondents can be found at home at times when interviewers call

- whether they are able to participate in the interview i.e. not restricted by ill health, disability or communication barriers

- the willingness of members of the public to participate in the survey.

A high response rate is generally viewed as one of the key measures of data quality and, all other things being equal, a high response rate and a large sample should ensure accurate estimates. However, to the extent that non-response to the survey is not spread evenly, either geographically or between sub-groups of the population, the resulting bias will limit the accuracy of the survey's estimates. The question of bias is considered by comparing key results from the SHS with comparator data. Since the publication of the 2001 Census, this source is the most accurate comparator for population data and in spite of being a few years behind the current SHS, population measures such as age distribution and household types change little from year-to-year.

Achieved interviews and data files
The following sections compare SHS data with other sources. These comparisons are based on the full 2003/2004 data file containing 30,822 interview records. This is made up from:

Interviews on 2003/2004 sample	30,661
161 interviews carried out on 2001/2002 sample	161
Total	30,822

Household type, property type, tenure and number of bedrooms
Single adult and large adult households are under-represented, and single pensioner and older smaller households over-represented, when household types in the 2003/2004 SHS are compared with the Census (Table 4-1).

Table 4-1: Comparison of household types in the 2001 Census and the 2003/2004 SHS

	2001 Census	2003/2004 SHS *
	%	%
	(n=2,192,246)	(n=30,822)
Single adult	17.9	16.2
Small adult	16.9	16.7
Single parent	5.6	5.8
Small family	13.3	13.8
Large family	7.1	6.5
Large adult	11.2	9.5
Older smaller	13.0	15.1
Single pensioner	15.0	16.4

* SHS data weighted by local authority size only

As Table 4-2 shows, the sample appears robust in terms of the variables associated with accommodation/property characteristics. There is a slight over-representation of houses and under-representation of flats and, reflecting this, over-representation of owners who own their property outright relative to the Census and under-representation rented and 'other' tenures.

Table 4-2: Comparison of key variables in the 2001 Census and the 2003/2004 SHS

	2001 Census (n= 2,192,246)	2003/2004 SHS (n=30,822)
	%	%
Property type* ‡		
House or bungalow	64	67
Detached	*20*	*23*
Semi-detached	*23*	*22*
Terraced	*20*	*22*
Flat, Maisonette or Apartment	35	33
Other	1	0
Tenure* †		
Own outright	23	27
Own with mortgage	39	38
Rent	35	33
Local authority/Scottish Homes††	*22*	*20*
Housing Association/Co-operative	*6*	*7*
Private rented	*7*	*6*
Other	4	2

* SHS data weighted by local authority size only
‡ includes households in shared dwellings
† Pays part rent and mortgage (shared ownership) included in 'Own with mortgage'
†† Although Scottish Homes no longer exists and had largely disposed of its rented housing stock the reference is retained in the questionnaire in case some tenants continue to think Scottish Homes is their landlord.

Age and sex profile of the 'random adult' sample

When a single adult is randomly selected within households, the unweighted sample of adults always under-represents those living in multi-adult households, since they have a smaller chance of selection for interview. As Table 4-3 shows, weighting to equalise probabilities of selection generally has the effect of bringing the profile of the 'random adult' sample closer to that of the adult population. The SHS data

shown have been weighted both by the number of adults resident in the household and by the local authority weight described in the previous section. These two weights tend to act in the same direction, since those larger local authority areas which are 'weighted up' also tend to be ones with a higher average household size.

Table 4-3: Comparison of weighted and unweighted age and sex profile of 2003/2004 SHS data with 2001 Census estimates

	Census estimates for 2001	SHS random adults unweighted	SHS random adults weighted*	SHS all adults weighted**
	%	%	%	%
Male				
16 – 24	7.0	3.5	4.9	6.3
25 – 59	29.3	25.1	26.3	27.8
60 plus	11.0	14.0	13.1	12.6
Total	**47.3**	**42.6**	**44.3**	**46.7**
Female				
16 – 24	6.9	4.5	5.7	6.6
25 – 59	30.7	31.9	32.8	30.7
60 plus	15.1	21.0	17.2	16.0
Total	**52.7**	**57.4**	**55.7**	**53.3**
All adults		(n=28,746)	(n=28,746)	(n=55,804)
16 – 24	13.9	8.1	10.6	12.9
25 – 59	60.1	57.0	59.1	58.5
60 plus	26.1	35.0	30.3	28.6
Total	**100.0**	**100.0**	**100.0**	**100.0**

* Weighted by number of adults and local authority size

** Weighted by local authority size

However, even after this design weighting has been applied, the weighted random adult sample for 2003/2004 still does not match the profile of the adult population suggested by the Census estimates with, as expected, under-representation of younger people in general and 16-24 year olds in particular. Consequently, older people are over-represented in the random adult sample.

Driving and transport

In relation to driving and transport, the survey results also look broadly in line with what one might expect from other sources such as the National Travel Survey and the differences which exist are, again, comfortably within the confidence intervals associated with the two surveys. Mode of travel comparisons with other sources are less conclusive, though methodological or classification differences may be playing a part here.

Table 4-4: Comparison of key variables relating to driving and transport

	2002/2003 National Travel Survey (n= 1,511 households)	2001 Census (n= 2,192,246 households)	2003/2004 SHS
	%	%	%
% adults with full driving licences			(n=28,739) *
Males aged 17 +	77		75
Females aged 17 +	58		54
Total	67		63
Mode of travel to school†			(n=6,611) **
Walking	53	51	52
Car	19	20	22
Bus	26	25	23
Other	2	3	3
% households with regular use of cars or vans			(n=30,822) ***
No car	33	34	33
1 car	45	43	44
2 or more cars	22	22	23

	2001 Census	2003/2004 SHS*
	%	%
Mode of travel to work		
incl. those who work at / from home		(n=14,769)
Car or motorcycle	64	59
Bus, minibus, coach or taxi	13	13
Train, underground	3	3
Other means (e.g. walking and cycling)	14	16
Working at or from home	6	8

	2003	2004	2003/2004 SHS*
	Labour Force Survey, Autumn quarter		
	%	%	%
Mode of travel to work			(n=13,429)
excl. those who work at / from home			
Car, van, minibus, works van	70	70	65
Bicycle	1	1	2
Bus, coach, private bus	11	12	13
Rail (incl Underground)	4	3	3
Walk	12	12	15
Other (incl Taxi)	2	2	2

*	SHS weighted by number of adults and local authority size
**	SHS weighted by local authority size and number of school children in household
***	SHS weighted by local authority size only
†	Census figures are for method of travel to place of study, age 5-17

Ethnicity

When comparing the ethnic composition of all household members with that of the population as a whole (as recorded in the 2001 Census), there is good agreement between the Census and the 2003/2004 SHS. For example, in the Census, 98.0% of the population is recorded as White. In the 2003/2004 SHS 98.2% of all household members are recorded as White. Within the detailed non-White categories the differences between the SHS and the Census are only around 0.1%. The largest difference between the Census and the SHS is in the proportions recorded as White Scottish and White Other British.

Table 4-5: Comparison of ethnicity in Census 2001 and 2003/2004 SHS

	% of Census population 2001	% of all household members 2003/2004 SHS
White	**98.0**	**98.2**
Scottish	88.1	87.3
Other British	7.4	8.7
Irish	1.0	0.8
Any other White background	1.5	1.4
Mixed	**0.2**	**0.2**
Any mixed background	0.2	0.2
Asian, Asian Scottish or Asian British	**1.3**	**1.3**
Indian	0.3	0.2
Pakistani	0.6	0.5
Bangladeshi	0.0	0.1
Chinese	0.1	0.2
Any other Asian background	0.3	0.3
Black, Black Scottish or Black British	**0.1**	**0.2**
Caribbean	0.0	0.0
African	0.1	0.2
Any other Black background.	0.0	0.0
Other ethnic group	0.2	0.2

Urban/rural classification

Analysis of the Scottish Household Survey makes extensive use of the Scottish Executive's classification of areas into different degrees of urbanity and rurality. This classifies settlements according to their size and for settlements with a population of less than 10,000, their proximity to a settlement with a population of 10,000 or more.[5]

Table 4-6 compares the urban/rural classification of the SHS sample for 2003/2004 with the profile of all addresses sampled for the survey, the profile of eligible addresses and participating households. This shows that the 2003/2004 data slightly under-represent urban areas as a result of deviation of actual deadwood and non-response from sampling assumptions.

Table 4-6: Comparison of all Scottish households, all sampled households, all eligible households and participating households by urban/rural classification

	All Scottish addresses*	All sampled addresses**	All eligible households**	All participating households***
Large urban areas	41	41	40	41
Other urban	29	29	28	28
Small accessible towns	10	10	10	10
Small remote towns	3	3	4	3
Accessible rural	12	12	11	12
Remote rural	6	6	8	6

* Weighted by number households within each unit postcode

** Weighted to reflect disproportionate sampling across local authorities

*** Weighted to reflect disproportionate sampling and non-response across local authorities

Comparison of the households at which SHS interviews were achieved and the classification of all households sampled at a local authority level shows that there is a good match between the two within local authorities although overall, large urban areas are under-represented. Table 4-7 compares the proportion of households in each local authority in each type of area.

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[5]   Full details available in Scottish Executive (2004) *Scottish Executive Urban Rural Classification 2003-2004* available at http://www.scotland.gov.uk/library5/rural/seurc-00.asp

Table 4-7: Comparison of 2003/2004 SE urban/rural classification of eligible addresses and 2003/2004 participating households

Row percentages, all eligible addresses shown in bold, participating households in plain text

	Large urban areas	Other urban areas	Accessible small towns	Remote small towns	Accessible rural	Remote rural	Total
Aberdeen City	**94.1**		**4.5**		**1.4**		**100.0**
	93.5		5.0		1.5		100.0
Aberdeenshire		**19.6**	**14.8**	**9.6**	**39.3**	**16.7**	**100.0**
		18.0	14.5	9.6	39.7	18.2	100.0
Angus	**6.1**	**60.2**	**13.3**		**20.1**	**0.4**	**100.0**
	5.8	57.9	12.9		23.0	0.5	100.0
Argyll and Bute		**17.4**		**32.3**	**7.7**	**42.6**	**100.0**
		15.0		32.1	6.8	46.1	100.0
Clackmannanshire		**53.4**	**32.6**		**14.0**		**100.0**
		51.0	33.4		15.5		100.0
Dumfries & Galloway		**27.8**	**20.3**	**5.3**	**27.2**	**19.4**	**100.0**
		26.2	20.1	4.5	28.0	21.2	100.0
Dundee City	**99.5**				**0.5**		**100.0**
	99.5				0.5		100.0
East Ayrshire		**39.8**	**34.9**	**1.8**	**22.0**	**1.5**	**100.0**
		39.8	35.9	1.3	21.5	1.5	100.0
East Dumbartonshire	**59.3**	**27.3**	**7.0**		**6.3**		**100.0**
	55.7	30.3	5.6		8.4		100.0
East Lothian	**24.8**		**29.0**	**15.7**	**17.1**	**13.4**	**100.0**
	23.3		29.9	15.4	18.4	13.0	100.0
East Renfrewshire	**86.0**		**9.9**		**4.1**		**100.0**
	86.8		9.5		3.7		100.0
Edinburgh City	**96.5**		**2.4**		**1.1**		**100.0**
	95.9		3.1		1.0		100.0
Eilean Siar				**30.6**		**69.4**	**100.0**
				30.1		69.9	100.0
Falkirk		**88.4**	**6.2**		**5.4**		**100.0**
		88.1	6.6		5.3		100.0
Fife		**62.3**	**17.9**		**19.8**		**100.0**
		59.7	19.4		20.9		100.0
Glasgow City	**99.8**				**0.2**		**100.0**
	99.8				0.2		100.0
Highland		**21.7**	**10.2**	**19.8**	**14.1**	**34.3**	**100.0**
		19.3	10.3	20.2	15.5	34.8	100.0
Inverclyde		**91.6**	**3.1**		**5.2**		**100.0**
		90.5	3.4		6.1		100.0
Midlothian		**72.2**	**15.5**		**12.3**		**100.0**
		72.9	15.4		11.7		100.0
Moray		**23.1**	**35.4**		**32.5**	**9.0**	**100.0**
		21.3	35.2		34.0	9.5	100.0
North Ayrshire		**70.6**	**17.7**		**8.9**	**2.8**	**100.0**
		69.1	20.2		8.3	2.4	100.0
North Lanarkshire	**66.4**	**15.4**	**11.1**		**7.1**		**100.0**
	67.9	13.9	10.4		7.8		100.0
Orkney				**35.4**		**64.6**	**100.0**
				37.6		62.4	100.0
Perth and Kinross		**35.6**	**21.3**		**33.7**	**9.4**	**100.0**
		31.6	19.6		39.2	9.7	100.0
Renfrewshire	**79.4**	**8.9**	**7.9**		**3.8**		**100.0**
	78.9	7.8	8.9		4.4		100.0
Scottish Borders		**29.7**	**19.9**	**4.0**	**37.6**	**8.8**	**100.0**
		27.7	21.2	4.1	37.6	9.4	100.0
Shetland				**33.2**		**66.8**	**100.0**
				34.4		65.6	100.0
South Ayrshire		**71.5**	**3.4**	**7.5**	**15.5**	**2.1**	**100.0**
		72.6	3.1	6.6	16.9	0.9	100.0
South Lanarkshire	**22.4**	**57.7**	**7.7**		**12.1**		**100.0**
	19.7	58.1	8.1		14.2		100.0
Stirling		**50.4**	**10.7**		**33.7**	**5.2**	**100.0**
		49.3	10.4		35.0	5.3	100.0
West Dumbartonshire	**51.2**	**47.9**			**0.9**		**100.0**
	53.1	46.0			0.9		100.0
West Lothian		**68.0**	**17.7**	**1.4**	**12.9**		**100.0**
		69.5	15.2	1.7	13.6		100.0
Scotland	**39.5**	**27.8**	**9.9**	**4.1**	**11.1**	**7.6**	**100.0**
	40.6	28.3	10.3	2.9	12.3	5.5	100.0

Rows may not always add to 100% because of rounding.

Economic activity

One area where the results of the SHS indicate significant differences from other sources is in relation to indicators of economic activity. As the following table shows, the most recent results from the Labour Force Survey (LFS) suggest that the SHS may be under-representing people in employment, and over-representing the economically inactive. It should be emphasised, however, that the information from the SHS shown here is based on the respondent's own classification of their economic activity (collected at the start of the interview), rather than on the full International Labour Organisation definition, which is not classified by the respondent and is the basis for official estimates of unemployment. The SHS is not an official source of statistics on employment (see ***Methodology***, section 4 on limitations of the data).

Table 4-8: Comparison of economic activity variables among adults of working age

	2003 Annual Scottish Labour Force Survey	2003/2004 SHS *
	%	%
Males	(n=14,980)	(n=9,140)
Employed	76.4	73.7
Unemployed	5.7	6.6
Economically inactive	17.9	19.6
Females	(n=15,207)	(n=10,405)
Employed	70.3	66.6
Unemployed	3.4	2.9
Economically inactive	26.2	30.5
All adults	(n=30,187)	(n=19,545)
Employed	73.4	70.0
Unemployed	4.6	4.7
Economically inactive	22.0	25.4

* weighted by number of adults and local authority size

Figures in this table have been calculated using all working age people as the denominator, headline unemployment statistics are not calculated on this basis

5. Survey design factors and complex standard errors

Data collected in surveys are always an estimate of the true proportions in the population. The accuracy of these estimates – the sampling error – can be calculated for any estimate in the survey using information about the proportion of people giving the response and the number of people in the sample (or sub-sample). The sampling error can be expressed as a 'confidence interval', which can be added to and subtracted from the survey estimate to give a range within which it is fairly certain that the true value lies.

Since the SHS is not a simple random sample (SRS) design, the confidence intervals need to take account of the impact of clustering and stratification. The SHS, therefore, has what is known as a 'complex standard error'. While for some variables the design of the sample improves the precision of the survey estimates compared with a simple random sample, the overall effect of the survey design is to reduce the precision of the estimates. The relationship between the complex standard error and the theoretical simple random sample standard error for a sample of the same size is summarised in the 'design factor'.

The Taylor Expansion Method was used to calculate the complex standard errors for a series of results in the study. This is a well-established technique for working through the effects of stratification and clustering. As can be seen from Table 5-1, these ranged from 1.06 to 1.79. The overall average is 1.17, but that should not be taken as a 'typical' value, given the distribution of values across different variables. However, it suggests that the original assumption of a design effect of 1.1-1.2 was reasonable and using a value of 1.2 as a 'rule of thumb' for adjusting the standard errors of the survey data would account for the design factors associated with most variables in the survey.

The 95% confidence intervals shown are based on complex standard errors.

Table 5-1: Design factors and confidence intervals for key variables in 2003/2004 data

Characteristics	Estimate	95% Confidence Intervals		SRS error for the same size of sample	SHS Complex Standard Error	Design Factor
		Lower	Upper			
Tenure						
Owner-occupied	64.9	64.1	65.6	0.27	0.39	1.45
Social-rented Sector	26.9	26.2	27.7	0.25	0.38	1.51
Privately rented	6.3	6.0	6.7	0.14	0.16	1.17
Below bedroom standard	3.0	2.8	3.2	0.10	0.10	1.08
Property type						
Detached house	20.4	19.6	21.3	0.24	0.42	1.78
Semi-detached house	21.6	21.0	22.3	0.24	0.33	1.41
Terraced house	22.3	21.5	23.2	0.24	0.42	1.79
Flat/maisonette	35.3	34.5	36.1	0.27	0.42	1.58
Economic status of working age adults						
Full time employee	48.7	47.9	49.6	0.36	0.42	1.17
Part time employee	13.8	13.2	14.3	0.24	0.28	1.13
Self-employed	5.8	5.4	6.2	0.17	0.20	1.17
Unemployed	4.7	4.3	5.0	0.16	0.17	1.06
HIH or partner has a bank/ building society account	89.3	88.9	89.7	0.17	0.20	1.17
Marital status of all adults						
Married/cohabiting	49.3	48.8	49.7	0.19	0.23	1.23
Separated/divorced	5.9	5.7	6.1	0.09	0.10	1.15
Single/never married	37.8	37.4	38.2	0.18	0.20	1.11
Widowed	7.0	6.8	7.2	0.10	0.12	1.19
Access to the internet	45.2	44.4	46.0	0.29	0.40	1.37
Travel to work in a car	61.7	60.8	62.7	0.42	0.48	1.15
Require regular care or help	11.5	11.1	11.9	0.18	0.20	1.09
Reporting long-standing illness, disability or health problem	33.7	33.1	34.3	0.27	0.31	1.15

HIH = Highest income householder

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SCOTTISH HOUSEHOLD SURVEY

Questionnaire April 2003 to December 2004

Steven Hope

MORI Scotland

Chris Martin

TNS Social

Contents

1. Survey overview

Background to the SHS

The Scottish Household Survey (SHS) is a major cross-sectional survey that was first commissioned by the Scottish Executive in 1998 to provide reliable and up-to-date information on the composition, characteristics and behaviour of Scottish households, both nationally and at a sub-national level.

The specific aims of the survey are as follows:

- to provide household and individual information previously unavailable in Scotland, particularly to support the work of the Scottish Executive's transport, housing and social justice policy areas and the work of the Scottish Parliament

- to permit disaggregation of such information both geographically and in terms of population sub-groups (such as families with children or the elderly)

- to allow the relationships between social variables within households to be examined. This will support cross-departmental and inter-departmental policies such as those on social justice

- to allow early detection of national trends

- to allow detailed follow-up surveys of sub-samples from the main survey sample, if required.

Since 1999, the SHS has been carried out by a team from MORI and TNS Social (formerly NFO Social Research). The same team was reappointed when the survey was subject to tender in 2002.

Detailed Technical Reports have been published annually covering the survey methodology, fieldwork outcomes and the questionnaire used. To provide users with the information they require and to limit unnecessary duplication, these three aspects of the survey have been split into three separate documents.

Scottish Household Survey, Methodology 2003/2004- includes information about the sample size and design (e.g. stratification and clustering within local authorities), data collection methods and instruments, the limitations of the data, and the Scottish MOSAIC classification

Scottish Household Survey, Fieldwork outcomes 2003 - includes information about response rates, weighting factors, establishing the quality of the SHS results (by comparing them with those of the Census and other surveys), the survey's design factors and complex standard errors

Scottish Household Survey, Questionnaire April 2003 to December 2004 - shows all the questions (apart from repetitive details within the Travel Diary, and sections which identify and correct errors), to whom they relate, and the circumstances in which certain questions are not asked.

2. Questionnaire for 2003/2004

The following pages contain an edited version of the questionnaire for the 2003/2004 Scottish Household Survey (SHS), derived from the computerised script for the survey. There were two versions of the questionnaire used in 2003. The first three months of 2003 continued to use the script from 2002. Changes to the questionnaire were introduced in April 2003. The 2002 script was published with the Technical Report for 2001/2002 and can be accessed on the Scottish Executive web site.[1] The questionnaire in this document was used for the period April 2003 to December 2004.

Question numbers in the script and variable names in the data

In most cases the question number used in the script matches the relevant variable in the data. However, where there are multiple parts to a question or the question is asked about a number of people, the extra variable names for the question are shown in brackets at the end of the question. For example, HA5 asks for the age of each household member so the relevant variable names are HA5_1 through to HA5_10, with the extension indicating the household member the variable relates to (persons 1 to 10). Where the extra variables relate to a question where a multiple response is allowed, letters rather than numbers are used in the variable names to signify the difference from questions relating to different household members. For example variables relating to RB3 (neighbourhood dislikes) are called RB3A to RB3R, with each one relating to a different possible dislike about the neighbourhood. In a few cases, the way in which the variables are named is not consistent with these general conventions – for example, following new questions being added in parts of the questionnaire where the names of the existing variables are such that they prevent the new ones being named in accordance with the convention.

One section of the questionnaire is not included in its entirety – namely the 'travel diary', which deals with respondents' travel patterns in the previous 24 hours. The travel diary is a highly complicated set of questions containing multiple 'loops' and complex routing, which is difficult to reproduce on paper in a form that would be easily comprehensible. For this reason, only the section of the diary relating to one single stage journey is included here. There are also questions catering for multi-stage journeys and journeys which involve a series of calls. A full set of the questions in the travel diary is available from the SHS Project Manager on request.

Any changes to the questionnaire between 2002 and 2003 are indicated in bold in the text, to highlight which variables have changed. The question number is also highlighted. The routing given in this script is a much simplified version of the very complex computer-assisted personal interviewing (CAPI) programme used for the survey. For example, there are many places where the CAPI script checks the credibility of an answer to a question, produces an error message if the interviewer has made an invalid entry or combination of entries, and requires that the error be dealt with before proceeding. The script also produces warning messages in

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[1]   http://www.scotland.gov.uk/library5/finance/svp8-00.asp

some cases where a response appears very improbable (e.g. if the interviewer has recorded that a household has more than five cars), in which case the interviewer can either confirm the entry or go back and key in the correct value. Users of the data are advised to consult the full CAPI script for the detail of the more complex routing in circumstances where the basic script given here does not fully explain the routing involved.

PART ONE – HIGHEST INCOME HOUSEHOLDER OR SPOUSE/PARTNER

HA – HOUSEHOLD COMPOSITION

[testo]   ENTER 6 DIGIT ADDRESS NUMBER.

[numbhh] HOW MANY PEOPLE ARE THERE IN YOUR HOUSEHOLD, INCLUDING ANY CHILDREN OR BABIES?

Ask HA1 for each member of the household

HA1   COULD YOU TELL ME YOUR NAME/THE NAME OF PERSON {NUMBER}? (HA1_1 - HA1_10)

HA1N   PLEASE COULD YOU TELL ME THE NAMES OF THE PEOPLE WHO ARE HOUSEHOLDERS - THAT IS, THE ADULTS IN WHOSE NAME(S) IS THE ACCOMMODATION IS OWNED OR RENTED?

{Person 1}	[1]
{Person 2}	[2]
{Person 3}	[3]
{Person 4}	[4]
{Person 5}	[5]
{Person 6}	[6]
{Person 7}	[7]
{Person 8}	[8]
{Person 9}	[9]
{Person 10}	[10]

Ask HIHA2 if more than one coded at HA1AN

[HIHA2] YOU HAVE TOLD ME THAT {NAMES} {JOINTLY} OWN OR RENT THE ACCOMMODATION. WHICH OF THEM HAS THE HIGHEST INCOME (FROM EARNINGS, BENEFITS, PENSIONS AND ANY OTHER SOURCES)?   (HA2)

IF TWO OR MORE JOINT HOUSEHOLDERS HAVE THE SAME INCOME, SELECT THE ELDEST

{Person 1}	[1]
{Person 2}	[2]
{Person 3}	[3]
{Person 4}	[4]
{Person 5}	[5]
{Person 6}	[6]
{Person 7}	[7]
{Person 8}	[8]
{Person 9}	[9]
{Person 10}	[10]

Ask HA3 for each member of household

This question was expanded to ask about each household member's relationship to each other household member.

HA3   COULD YOU TELL ME HOW {PERSON} IS RELATED TO {PERSON}? (HA3_1_1 - HA3_0_0. PREVIOUS VARIABLES HA3_1 - HA3_10 DERIVED)

Husband/wife/partner	[2]
Son or daughter	[3]
Stepson or daughter	[4]
Foster child	[5]
Son-in-law/daughter-in-law	[6]
Parent	[7]
Stepparent	[8]
Parent-in-law	[9]
Brother/sister	[10]
Stepbrother/sister	[11]
Brother/sister-in-law	[12]
Grandchild	[13]
Grandparent	[14]
Boarder/lodger	[15]
Other relative	[16]
Other unrelated	[17]

Ask HA4 for each household member

HA4   COULD YOU TELL ME {NAME'S} DATE OF BIRTH?

(HA4A_1 - HA4C_10)

Ask HA5 for each member of the household

HA5   PLEASE RECORD {NAME'S} AGE?

(HA5_1 - HA5_10)

Ask HA6 for each member of the household

HA6   IS {NAME} MALE OR FEMALE?

(HA6_1 - HA6_10)

Male	[1]
Female	[2]

Ask HA7 for each member of the household

HA7   AND WHICH OF THE ITEMS ON THIS CARD WOULD YOU SAY BEST DESCRIBES {NAME'S} CURRENT SITUATION?   (HA7_1 - HA7_10)

Self employed	[1]
Employed full time	[2]
Employed part time	[3]
Looking after the home or family	[4]
Permanently retired from work	[5]
Unemployed and seeking work	[6]
At school	[7]
In further/higher education	[8]
Government work or training scheme	[9]
Permanently sick or disabled	[10]
Unable to work due to short-term illness or injury	[11]
Pre school/not yet at school	[12]
Other	[13]

Ask HA8 only for household members aged 16 years or older (coded at question HA5)

HA8   WHICH OF THE PHRASES ON THIS CARD BEST DESCRIBES {PERSON'S} MARITAL STATUS?
(HA8_1 - HA8_10)

Married	[1]
Cohabiting (living together)	[2]
Single/never been married	[3]
Widowed	[4]
Divorced	[5]
Separated	[6]

Ask HA9 for all household members

HA9 **HOW WOULD YOU DESCRIBE (YOUR/THEIR) CULTURAL OR ETHNIC BACKGROUND? (HA9_1 - HA9_10)**

WHITE
A: Scottish   [1]
B: Other British   [2]
C: Irish   [3]
D: Any other White background   [4]

MIXED
E: Any mixed background   [5]

ASIAN, ASIAN SCOTTISH OR ASIAN BRITISH
F: Indian   [6]
G: Pakistani   [7]
H: Bangladeshi   [8]
I: Chinese   [9]
J: Any other Asian background   [10]

BLACK, BLACK SCOTTISH OR BLACK BRITISH
K: Caribbean   [11]
L: African   [12]
M: Any other Black background   [13]

OTHER ETHNIC BACKGROUND
Any other background   [14]

Don't know   [15]
Refused   [16]

Ask HA9b for each member of the household

HA9B   WHAT RELIGION, RELIGIOUS DENOMINATION OR BODY DO (YOU/THEY) BELONG TO?
(HA9B_1 - HA9B_10)

A: None   [1]
B: Church or Scotland   [2]
C: Roman Catholic   [3]
D: Other Christian   [4]
E: Buddhist   [5]
F: Hindu   [6]
G: Muslim   [7]
H: Jewish   [8]
I: Sikh   [9]
Another religion   [10]

Only ask HA9C if HA9B is A: None.

HA9C   WHAT RELIGION, RELIGIOUS DENOMIATION OR BODY WERE (YOU/THEY) BROUGHT UP IN?
(HA9C_1 - HA9C_10)

A: None   [1]
B: Church or Scotland   [2]
C: Roman Catholic   [3]
D: Other Christian   [4]
E: Buddhist   [5]
F: Hindu   [6]
G: Muslim   [7]
H: Jewish   [8]
I: Sikh   [9]
Another religion   [10]

Ask HA10 for each person in full time education (school) coded 7 at HA7

HA10   DOES {NAME} NORMALLY LIVE HERE DURING THE WEEK IN SCHOOL TERM TIME?
(HA10_1 - HA10_10)

Yes   [1]
No   [2]

Ask HA11 for each person in full time education (university, further/higher education) coded 8 at HA7

HA11   DOES {NAME} NORMALLY LIVE AT THIS HOUSE/FLAT DURING THE WEEK IN UNIVERSITY/COLLEGE TERM TIME?
(HA11_1 - HA11_10)

Yes   [1]
No   [2]

Ask all HA12

HA12   HAS ANYONE YOU HAVE MENTIONED BEEN LIVING AWAY FROM THIS HOUSE/FLAT CONTINUOUSLY FOR THE LAST 6 MONTHS?

Yes   [1]
No   [2]

Ask HA13 if coded yes (1) in HA12 otherwise go to [HB1] below

HA13   PLEASE INDICATE WHICH PERSON/PERSONS
(HA13_1 - HA13_10)

{Person 1}   [1]
{Person 2}   [2]
{Person 3}   [3]
{Person 4}   [4]
{Person 5}   [5]
{Person 6}   [6]
{Person 7}   [7]
{Person 8}   [8]
{Person 9}   [9]
{Person 10}   [10]

HC8BN **WHO IN THIS HOUSEHOLD, IF ANYONE, HAS A NEED FOR INFORMATION TO BE TRANSLATED FROM ENGLISH INTO ANOTHER LANGUAGE OR FORMAT SO THAT THEY CAN USE, ACCESS OR READ INFORMATION FROM SERVICES SUCH AS HEALTH SERVICES, EDUCATION SERVICES, PUBLIC TRANSPORT ETC.**
(HC8_1 - HC8_10)

{Person 1}   [1]
{Person 2}   [2]
{Person 3}   [3]
{Person 4}   [4]
{Person 5}   [5]
{Person 6}   [6]
{Person 7}   [7]
{Person 8}   [8]
{Person 9}   [9]
{Person 10}   [10]

Ask HC8cn if any coded at HC8bn

HC8CN **WHICH LANGUAGES DO THEY REQUIRE**
(HC8A - HC8J)

British Sign Language   [1]
Gaelic   [2]
Urdu   [3]
Braille   [4]
Punjabi   [5]
Gujurati   [6]
Hindi   [7]
Chinese   [8]
Arabic   [9]
Other   [10]

HB – ACCOMMODATION

HB1   IS THE HOUSEHOLD'S ACCOMMODATION

READ OUT OR CODE IF OBVIOUS
A house or bungalow   [1]
A flat/maisonette (including four-in-a-block)   [2]
Other   [3]

If HB1 is coded 1 – go to HB2. If HB1 is coded 2 – go to HB3. If HB1 is coded 3 – go to HB4

Only ask HB2 if property is house or bungalow (coded 1 in HB1)

HB2   IS IT ...

READ OUT OR CODE IF OBVIOUS
Detached   [1]
Semi-detached   [2]
or terraced/end of terrace?   [3]

Only ask HB3 if flat/maisonette (coded 2) at HB1

HB3   RECORD LOWEST FLOOR OF DWELLING OR FOUR-IN-A-BLOCK.

Basement/semi basement   [1]
Ground floor/street   [2]
1st floor   [3]
2nd floor   [4]
3rd-4th floor   [5]
5th floor or higher   [6]
Four-in-a-block   [7]

HB3B   RECORD THE TOTAL NUMBER OF FLOORS IN THE BUILDING, INCLUDING BASEMENTS OR SEMI-BASEMENTS

Only ask HB4 if other (coded 3) at HB1

HB4   IS IT ...

A caravan, mobile home or houseboat   [1]
Some other kind of accommodation   [2]

Ask all HB5

HB5   IN WHICH OF THESE WAYS DO YOU OCCUPY THIS ACCOMMODATION?

Own it outright   [1]
Buying it with the help of a mortgage or loan   [2]
Pay part rent and part mortgage (shared ownership)   [3]
Rent it   [4]
Live here rent free (including rent free in relative's/friend's property; excluding squatting)   [5]
Squatting   [6]
Other (please state)   [7]

If HB5 = 3 or 4 ask HB6. Otherwise go to HC1

HB6   WHO DO YOU RENT THIS PROPERTY FROM?

Local authority/Council   [1]
Scottish Homes   [2]
Housing Association/Housing co-operative
or charitable trust   [3]
Employer of a household member (organisation)   [4]
Another organisation   [5]
Relative/friend of household member   [6]
Employer of a household member (individual)   [7]
Individual private landlord   [8]
Other   [9]

HC – SHARING ACCOMMODATION, INTERNET ACCESS, RECYCLING

HC1   DOES YOUR HOUSEHOLD SHARE ANY ROOMS WITH ANY OTHER HOUSEHOLD?

IF YES, Which rooms?
No, none shared   [1]
Yes, kitchen   [2]
Yes, bathroom   [3]
Yes, WC   [4]
Other   [5]

If HC1 coded 1 go to HC4 otherwise continue

HC2   HOW MANY OTHER HOUSEHOLDS SHARE ROOMS WITH YOUR HOUSEHOLD?

One   [1]
Two   [2]
Three   [3]
Four or more   [4]

HC3   AND DO YOU CHOOSE TO SHARE WITH OTHER HOUSEHOLDS OR DO YOU HAVE NO CHOICE?

Chose to   [1]
Have no choice   [2]

Ask all HC4

HC4   HOW MANY BEDROOMS DO YOU HAVE IN THIS PROPERTY? PLEASE INCLUDE ANY BEDROOMS THAT ARE CURRENTLY BEING USED FOR OTHER PURPOSES

HC4B   DO YOU HAVE FULL OR PARTIAL CENTRAL HEATING, OR DO YOU NOT HAVE CENTRAL HEATING? **BY CENTRAL HEATING I MEAN HEATING UNITS CONTROLLED FROM A CENTRAL POINT (EG RADIATORS, STORAGE HEATERS, UNDERFLOOR OR CENTRAL HEATING OR HOT AIR SYSTEM)**

Full (all main living areas/at least half rooms)   [1]
Partial (fewer than half the rooms/not all main living area) [2]
None   [3]
Don't know   [4]

Ask all HC5B

HC5B   DOES YOUR HOUSEHOLD CURRENTLY HAVE ACCESS TO THE INTERNET FROM HOME?
                                                        (HC6)
Yes   [1]
No   [2]
Don't know   [3]

HC6   I AM GOING TO READ OUT THE NAMES OF THE PEOPLE IN YOUR HOUSEHOLD, AND FOR EACH ONE, I WOULD LIKE YOU TO TELL ME WHETHER THEY MAKE ANY USE OF THE INTERNET FOR THEIR PERSONAL (AS OPPOSED TO WORK RELATED) USE.

(HA6_1 - HA6-10)

	YES	NO	DON'T KNOW
{Person 1}	[1]	[2]	[3]
{Person 2}	[1]	[2]	[3]
{Person 3}	[1]	[2]	[3]
{Person 4}	[1]	[2]	[3]
{Person 5}	[1]	[2]	[3]
{Person 6}	[1]	[2]	[3]
{Person 7}	[1]	[2]	[3]
{Person 8}	[1]	[2]	[3]
{Person 9}	[1]	[2]	[3]
{Person 10}	[1]	[2]	[3]

Ask HC7 for all household members who use the internet (coded 1 at hc6)

HC7   WHERE DOES (NAME) ACCESS THE INTERNET?   (HC7_1A - HC7_10K)

At home	[1]
At another person's home	[2]
At work (but for personal use)	[3]
School, college, university, other educational establishment	[4]
A government or council office	[5]
Community or voluntary centre/organisation	[6]
Internet café or shop	[7]
Mobile/WAP/on the move	[8]
Public library	[9]
Somewhere else	[10]
Don't know	[11]

Ask HC7B if any person coded 1 At Home at HC7

HC7B   AND WHAT METHODS DO MEMBERS OF THE HOUSEHOLD USE TO ACCESS THE INTERNET FROM YOUR HOME?

(HC7BA - HC7BH)

Personal computer	[1]
Laptop computer	[2]
WAP/mobile phone	[3]
Television	[4]
A games console	[5]
Digital/electronic personal organiser/palm-top computer	[6]
Combination of mobile phone/electronic organiser	[7]
Other	[8]

HC7C   IS YOUR HOUSEHOLD ABLE TO ACCESS THE WORLD WIDE WEB THROUGH YOUR HOME INTERNET CONNECTION?

Yes	[1]
No	[2]
Don't know	[3]

HC7D   HERE IS A LIST OF THINGS THAT SOME PEOPLE HAVE TOLD US THAT THEY TAKE FOR RECYCLING, OR IS COLLECTED FROM THEIR HOME. WHICH OF THESE, IF ANY, HAS YOUR HOUSEHOLD RECYCLED FROM HOME IN THIS WAY IN THE LAST MONTH? INTERVIEWER - BY RECYCLE WE DO NOT MEAN "RE-USE"

Glass bottles	[1]
Plastic	[2]
Metal cans	[3]
Newspaper/magazine/paper/cardboard	[4]
None of these	[5]

Ask HC7E if coded 5 "None of these" at HC7D

HC7E   WHY DO YOU NOT RECYCLE ANY OF THESE THINGS?

No facilities available	[1]
Facilities too far away	[2]
Don't know where facilities are	[3]
Cannot transport materials to recycling depot	[4]
Do not use enough/not enough to be worth it	[5]
Nowhere to store at home	[6]
Too much mess/bother	[7]
Not interested/waste of time	[8]
Normally do - not taken it this month	[9]
Other	[10]
Don't know/never thought about it	[11]

HD – DRIVING AND TRANSPORT

HD6   DO YOU OR ANYBODY IN YOUR HOUSEHOLD HAVE AN ORANGE BADGE ISSUED BY THE LOCAL AUTHORITY, OR BLUE BADGE ISSUED BY THE EU, TO PROVIDE PARKING CONCESSIONS TO DISABLED PEOPLE WHO TRAVEL EITHER AS CAR DRIVERS OR PASSENGERS?

(HD6_1 - HD6_11)

{Person 1}	[1]
{Person 2}	[2]
{Person 3}	[3]
{Person 4}	[4]
{Person 5}	[5]
{Person 6}	[6]
{Person 7}	[7]
{Person 8}	[8]
{Person 9}	[9]
{Person 10}	[10]
None	[11]

Ask all HD7

HD7 and HD8 now ask about CARS whereas in previous years it asked about motor vehicles, which would include vans, motorcycles and other vehicles.

HD7   ARE THERE ANY **CARS** NORMALLY AVAILABLE FOR PRIVATE USE BY YOU OR MEMBERS OF YOUR HOUSEHOLD?
Exclude cars that are normally kept or owned by someone outside the household (e.g. son or daughter living nearby) include any company car available for private use.

Yes	[1]
No	[2]

Ask HD8 if coded yes (1) in HD7. If coded no (2) skip to HD20

HD8   IN TOTAL, HOW MANY **CARS** ARE NORMALLY AVAILABLE FOR USE?

HD19N THINKING ABOUT YOUR CAR(S), HOW MUCH WAS SPENT ON FUEL IN TOTAL IN THE PAST MONTH, INCLUDING ANY PAID FOR BY AN EMPLOYER. Fuel for all cars in total, if more than one in household. Obtain estimate if exact amount not known. (HD19)

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Ask all HD20

HD20 DOES YOUR HOUSEHOLD HAVE ANY BICYCLES THAT CAN BE USED BY ADULTS?

Yes   [1]
No   [2]

HD21 ABOUT HOW LONG WOULD IT TAKE ME TO WALK FROM HERE TO THE NEAREST BUS STOP (OR PLACE WHERE I COULD GET ON A BUS)? (I AM INTERESTED IN THE NEAREST ONE EVEN IF IT ISN'T THE MAIN ONE YOU USE.)
Interviewer: if respondent gives a range e.g. 25-30 minutes then code lower group.

3 minutes or less   [1]
4 - 6 minutes   [2]
7 - 13 minutes   [3]
14 - 26 minutes   [4]
27 - 43 minutes   [5]
44 minutes or longer   [6]
No bus service   [7]
Don't know   [8]

Only ask HD22 if coded 1 - 6 in HD21. If coded 7 or 8, skip to HE1

HD22 HOW OFTEN WOULD I BE ABLE TO GET A BUS FROM THAT BUS STOP DURING THE DAY?
If varies take week-day off peak frequency. Write in amount and code time period.
(HD22M if coded as every X minutes
HD22H if coded as every X hours
HD22D if coded every X days)

One every

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Minutes   [1]
Hours   [2]
Days   [3]
Don't know   [4]

Ask HE1 if people under 18 in household (see HA5). If no young people skip to HF1.

HE – YOUNG PEOPLE IN THE HOUSEHOLD

I'D LIKE TO ASK SOME QUESTIONS NOW ABOUT THE YOUNG PEOPLE IN YOUR HOUSEHOLD.

HE1 CAN I JUST CHECK WHICH, IF ANY, OF THE YOUNG PEOPLE IN THIS HOUSEHOLD AGED 18 OR UNDER ARE YOU (OR YOUR PARTNER) RESPONSIBLE FOR?
(HE1_1 - HE1_10)

{Person c1}   [1]
{Person c2}   [2]
{Person c3}   [3]
{Person c4}   [4]
{Person c5}   [5]
{Person c6}   [6]

{Person c7}   [7]
{Person c8}   [8]
{Person c9}   [9]
{Person c10}   [10]
None   [11]

Ask HE2 for each child aged under 16 years

HE2 WHICH OF THESE CHILDCARE ARRANGEMENTS, IF ANY, DO YOU USE FOR {NAME}?
(HE2_1A - HE2_10I)

A - Registered childminder   [1]
B - Nursery or playgroup   [2]
C - Before school care   [3]
D - After school care   [4]
E - Holiday club/care   [5]
F - Friend   [6]
G - Relative or partner   [7]
H - Other arrangement e.g. non-registered childminder, babysitter, au-pair   [8]
None   [9]

Ask HE3 if any coded 6 "Friend" or 7 "Relative or partner" at HE2

HE3 DO YOU PAY ANY MONEY IN RETURN FOR THE CARE THAT YOUR FRIEND/RELATIVE OR PARTNER/OTHER ARRANGEMENT GIVES?
(HE3_1 - HE3_10)

Yes, do pay   [1]
No, do not pay   [2]
Refused   [3]
Don't know   [4]

Ask HE4 if any children aged 3 or 4 years

HE4 DO YOU USE THE FREE PART-TIME NURSERY PLACES FOR 3 TO 4 YEAR OLDS?
(HE4_1 - HE4_10)

Yes   [1]
No   [2]
Don't know   [3]

Questions HE5n and HE5an are asked about one of the children in the household selected at random by the CAPI script

HE5N I WOULD LIKE TO ASK YOU SOME QUESTIONS SPECIFICALLY ABOUT THE CHILDCARE THAT YOU USE FOR {RANDOM CHILD}. WHICH OF THE FOLLOWING BEST DESCRIBES THE REASONS WHY YOU ARE USING THAT CHILDCARE FOR {RANDOM CHILD}?

A - For my child's development and/or education   [1]
B - To enable me/my partner to go to work   [2]
C - To enable me/my partner to work more hours   [3]
D - To improve my/my partner's choice of jobs   [4]
E - To enable me/my partner to earn more money   [5]
F - To enable me/my partner to study/study more   [6]
G - To give me/my partner time to do other (non-work/study) things   [7]
H - Other (Please write in)   [8]

HE5AN   TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS IN RELATION TO {RANDOM CHILD}? INTERVIEWER STRESS THAT THESE QUESTIONS RELATE SPECIFICALLY TO THAT CHILD ONLY

A - I am satisfied with the quality of the childcare that I use
B - It is difficult for me to get to the childcare that I use
C - Given my family income, I find it hard to pay for the childcare that I use
D - The childcare that I use meets the needs of my child
E - It was easy to get a place in the childcare that I use for my child
F - The times of the childcare that is available to me are convenient
G - It is difficult to find out what childcare is available around here

Response options

Strongly agree	**[1]**
Tend to agree	**[2]**
Neither agree nor disagree	**[3]**
Tend to disagree	**[4]**
Strongly disagree	**[5]**
Don't know	**[6]**

At this point the script asks about a schoolchild in the household. The school attended by the schoolchild is usually selected from a list of all the schools in the local authority area in which the household lives but if the school is not on that list, questions HE6 to HE8 are asked. The CAPI system chooses one schoolchild at random from all those in the household who were described as "at school" in question HA7. If there are no schoolchildren in the household the script goes to HF1.

HE6   IN WHICH LOCAL AUTHORITY DOES {CHILD} GO TO SCHOOL?

(LASCHOOL)

Aberdeen City	[A]
Aberdeenshire	[B]
Angus	[C]
Argyll and Bute	[D]
Borders	[E]
Clackmannshire	[F]
Dumfries and Galloway	[G]
Dundee City	[H]
East Ayrshire	[I]
East Dumbartonshire	[J]
East Lothian	[K]
East Renfrewshire	[L]
Edinburgh City	[M]
Falkirk	[N]
Fife	[O]
Glasgow City	[P]
Highland	[Q]
Inverclyde	[R]
Midlothian	[S]
Moray	[T]
North Ayrshire	[U]
North Lanarkshire	[V]
Orkney	[W]
Perth and Kinross	[X]
Renfrewshire	[Y]
Shetland	[Z]
South Ayrshire	[1]
South Lanarkshire	[2]
Stirling	[3]
West Dumbartonshire	[4]
West Lothian	[5]
Western Isles	[6]
Don't know	[7]

HE6B   HOW FAR WOULD YOU SAY IT IS BETWEEN YOUR HOME AND THE SCHOOL THAT YOUR CHILD ATTENDS?

Miles

Don't know	**[999998]**
Under 1 mile	**[999985]**

Enter here if HE6 is 'don't know'

HE7   PLEASE ENTER NAME AND ADDRESS OF SCHOOL THAT YOUR CHILD ATTENDS.

Enter here if HE6 is 'A' to 6

HE8   PLEASE ENTER NAME AND ADDRESS OF SCHOOL THAT YOUR CHILD ATTENDS.

HE9   HOW SATISFIED OR DISSATISFIED ARE YOU WITH THE SCHOOLING {NAME} IS RECEIVING?

Very satisfied	[1]
Fairly satisfied	[2]
Neither satisfied nor dissatisfied	[3]
Fairly dissatisfied	[4]
Very dissatisfied	[5]

HE10   HOW DOES {CHILD} USUALLY TRAVEL TO SCHOOL?
Probe for main method

Walking	[1]
Driver car/van	[2]
Passenger car/van	[3]
Motorcycle/moped	[4]
Bicycle	[5]
School bus	[6]
Works bus	[7]
Ordinary (service) bus	[8]
Taxi/minicab	[9]
Rail	[10]
Underground	[11]
Ferry	[12]
Aeroplane	[13]
Horse-riding	[14]
Other	[15]

HE13   WHY DOES {CHILD} USE THIS METHOD OF TRAVEL TO SCHOOL?   (HE13A - HE13Q)
Probe fully

Close/nearby/not far away	[1]
Most convenient	[2]
Travel with friends	[3]
Safest method	[4]
Quickest method	[5]
Only method available	[6]
Too far to walk	[7]
No public transport	[8]
Public transport unsuitable	[9]
Good exercise/fresh air	[10]
No car/transport	[11]
Cheapest method	[12]
It is free	[13]
On way to work	[14]
Too young to travel any other way	[15]
Relative meets child	[16]

Ask HE15 if coded 2 or 3 at HE10

HE15   WOULD IT BE POSSIBLE FOR {CHILD} TO USE PUBLIC TRANSPORT FOR THE JOURNEY TO OR FROM SCHOOL?

Yes   [1]
No   [2]

Ask HE16 if coded yes (1) at HE15. If coded no (2) skip to HE17

HE16   WHAT ARE THE MAIN REASONS {CHILD} DOES NOT USE PUBLIC TRANSPORT?
                                                      (HE16A - HE16H)
        Probe fully

Too young to travel on own   [1]
No service available   [2]
Inconvenient   [3]
Too far to bus stop   [4]
Cost/too expensive   [5]
Too short a distance/not worth it   [6]
Prefer to use car   [7]
Other

HE17   WHY WOULD IT NOT BE POSSIBLE FOR {PERSON'S} TO USE PUBLIC TRANSPORT?
                                                      (HE17A - HE17H)
        Probe fully

Too young to travel on own   [1]
No service available   [2]
Inconvenient   [3]
Too far to bus stop   [4]
Cost/too expensive   [5]
Too short a distance/not worth it   [6]
Prefer to use car   [7]
Other

HF – HEALTH AND DISABILITY

Ask all HF1

HF1   COULD YOU TELL ME WHETHER EACH OF THE PEOPLE IN THE HOUSEHOLD HAS ANY LONG-STANDING ILLNESS, HEALTH PROBLEM OR DISABILITY THAT LIMITS YOUR/THEIR DAILY ACTIVITY OR THE KIND OF WORK THAT YOU/THEY CAN DO?
        BY DISABILITY AS OPPOSED TO ILL-HEALTH, I MEAN A PHYSICAL OR MENTAL IMPAIRMENT, WHICH HAS A SUBSTANTIAL AND LONG-TERM ADVERSE EFFECT ON THEIR ABILITY TO CARRY OUT NORMAL DAY TO DAY ACTIVITIES.
                                                      (HF1_1 - HF1_10)

	Disability	Long-term Illness	Both	Neither	Refused
{Person 1}	[1]	[2]	[3]	[4]	[5]
{Person 2}	[1]	[2]	[3]	[4]	[5]
{Person 3}	[1]	[2]	[3]	[4]	[5]
{Person 4}	[1]	[2]	[3]	[4]	[5]
{Person 5}	[1]	[2]	[3]	[4]	[5]
{Person 6}	[1]	[2]	[3]	[4]	[5]
{Person 7}	[1]	[2]	[3]	[4]	[5]
{Person 8}	[1]	[2]	[3]	[4]	[5]
{Person 9}	[1]	[2]	[3]	[4]	[5]
{Person 10}	[1]	[2]	[3]	[4]	[5]

Ask HF2 for each household member with a long-standing illness or disability

HF2   WHICH OF THE CONDITIONS LISTED ON THIS CARD BEST DESCRIBES THE ILL-HEALTH OR DISABILITY THAT (NAME) HAS?
                                                      (HF2_1A - HF10_T)

A speech impairment   [1]
Chest or breathing problems   [2]
Diabetes   [3]
Difficulty hearing   [4]
Difficulty seeing (even when wearing glasses/lenses)   [5]
Dyslexia   [6]
Epilepsy   [7]
Heart, blood pressure or circulation problems   [8]
Learning or behavioural problems (e.g. autism)   [9]
Mental health problems   [10]
Problems or disabilities related to arms or hands   [11]
Problems or disabilities related to legs or feet   [12]
Problems or disabilities related to back or neck   [13]
Severe disfigurement, skin condition or allergies   [14]
Severe stomach, liver, kidney or digestive problem   [15]
Some other progressive disability or illness   [16]
Some other health problem or disability   [17]
Refused   [18]
Arthritis   [19]

HF3   IS THERE ANYBODY IN THE HOUSEHOLD, INCLUDING YOURSELF, WHO NEEDS REGULAR HELP OR CARE BECAUSE THEY ARE SICK, DISABLED OR ELDERLY?

Yes   [1]
No   [2]

If yes at HF3, ask HF4, if no, skip to HG1

HF4   WHO IN THE HOUSEHOLD NEEDS REGULAR HELP OR CARE? (HF4_1 TO HF4_10)
        Identify individuals from household grid. Code up to first three mentioned

{Person 1}   [1]
{Person 2}   [2]
{Person 3}   [3]
{Person 4}   [4]
{Person 5}   [5]
{Person 6}   [6]
{Person 7}   [7]
{Person 8}   [8]
{Person 9}   [9]
{Person 10}   [10]

HF5   WHO IS IT THAT PROVIDES HELP OR CARE FOR {PERSON}? DOES ANYONE ELSE PROVIDE HELP OR CARE FOR THEM? (HF5_1_1 - HF5_10_10)

{Person 1}   [1]
{Person 2}   [2]
{Person 3}   [3]
{Person 4}   [4]
{Person 5}   [5]
{Person 6}   [6]
{Person 7}   [7]
{Person 8}   [8]
{Person 9}   [9]
{Person 10}   [10]
Person/s outside the household provides help or care   [1]
No care is provided for household member   [1]

HF6   IN TOTAL, HOW MANY HOURS HELP OR CARE DO HOUSEHOLD MEMBERS PROVIDE PER WEEK?

1 - 4 hours per week   [1]
5 - 19 hours per week   [2]
20 hours or more per week   [3]
Continuous care   [4]
Varies   [5]
Don't know   [6]

HF7   AND WHO, OTHER THAN MEMBERS OF YOUR
        HOUSEHOLD PROVIDE REGULAR HELP OR
        CARE FOR {PERSON}?

CODE ALL THAT APPLY
Relative   [1]
Friend or neighbour   [2]
Home Help   [3]
Somebody from a voluntary organisation   [4]
Social Work Department   [5]
District Nurse   [6]
Health Visitor   [7]
Other   [8]

HF8   IN TOTAL, HOW MANY HOURS HELP OR CARE
        DO NON-HOUSEHOLD MEMBERS PROVIDE PER
        WEEK?

1 - 4 hours per week   [1]
5 - 19 hours per week   [2]
20 or more hours per week   [3]
Continuous care   [4]
Varies   [5]
Don't know   [6]

HG – EMPLOYMENT OF HIGHEST INCOME HOUSEHOLDER

The questions in this section are written as though they are
asked of the Highest Income Householder but in the interview,
they could have been asked of another householder about the
HIH. In these cases, text substitutions reword the questions to
refer to the HIH.

HG1   CAN I JUST CHECK, DID YOU DO ANY PAID
        WORK IN THE SEVEN DAYS PRIOR TO LAST
        SUNDAY, EITHER AS AN EMPLOYEE OR AS
        SELF-EMPLOYED?

Yes   [1]
No   [2]
Refused   [3]

Continue if HG1 coded 2. If HG1 coded 1, go to HG18

HG2   LAST WEEK, THAT IS IN THE SEVEN DAYS
        ENDING LAST SUNDAY WERE YOU ON ANY OF
        THE FOLLOWING SCHEMES?
        READ OUT

Youth Training (YT)   [1]
New Deal (including on the Gateway)   [2]
Training for Work   [3]
Any other kind of scheme   [4]
None of these   [5]

If coded 5 at HG2 go to HG5. Otherwise continue

HG3   MAY I JUST CHECK, WAS THAT?
        READ OUT

A scheme in Scotland run by a Local Enterprise company [1]
Or was it some other scheme   [2]
Don't know   [3]

HG4   IN THE WEEK ENDING LAST SUNDAY, DID YOU
        DO ANY PAID WORK OR HAVE ANY OTHER PAID
        JOB OR BUSINESS IN ADDITION TO THE
        GOVERNMENT SCHEME/S YOU HAVE JUST
        TOLD ME ABOUT?

Yes   [1]
No   [2]

If HG2 = 5 continue. Otherwise go to HG6

HG5   DID YOU HAVE A JOB OR BUSINESS THAT YOU
        WERE AWAY FROM?
        This could be that you were on holiday.

Yes   [1]
No   [2]

HG6   DID YOU DO ANY UNPAID WORK IN THAT WEEK
        FOR ANY BUSINESS THAT YOU OWN OR THAT A
        RELATIVE OWNS?

Yes, own business   [1]
Yes, relative's business   [2]
Neither   [3]

HG7   THINKING OF THE 4 WEEKS PRIOR TO LAST
        SUNDAY, WERE YOU LOOKING FOR ANY KIND
        OF PAID WORK OR GOVERNMENT TRAINING
        SCHEME AT ANY TIME IN THOSE 4 WEEKS?

Yes   [1]
No   [2]

Continue if HG7 is coded 2. If HG7 is coded 1, go to HG13

HG7B   WERE YOU WAITING TO TAKE UP A JOB THAT
        YOU HAVE ALREADY OBTAINED?

Yes   [1]
No   [2]

**Continue if HG7B is coded 2. If HG7B is coded 1 go to
HG14**

HG8   EVEN THOUGH YOU WERE NOT LOOKING FOR
        WORK IN THE 4 WEEKS PRIOR TO LAST
        SUNDAY, WOULD YOU LIKE TO HAVE A
        REGULAR PAID JOB AT THE MOMENT, EITHER
        FULL-TIME OR PART-TIME?

Yes   [1]
No   [2]

HG9   IF A JOB OR A PLACE ON A GOVERNMENT
        TRAINING SCHEME HAD BEEN AVAILABLE IN
        THE WEEK PRIOR TO LAST SUNDAY, WOULD
        YOU HAVE BEEN ABLE TO START WITHIN TWO
        WEEKS?

Yes   [1]
No   [2]

Continue if HG9 is coded 2. If HG9 is coded 1, go to HG12.

HG10   WHY WOULD YOU NOT HAVE BEEN ABLE TO
        START IN THE NEXT TWO WEEKS? (HG10A -
        HG10L)
        Any other reasons?

Waiting for the results of an application for a job/being
        assessed by a training agent   [1]
In full-time education/student   [2]
Looking after the family/home   [3]
Temporarily sick or injured   [4]
Long-term sick or disabled   [5]
No jobs available   [6]
Do not need employment   [7]
Not yet started looking for work   [8]
Retired from paid work   [9]
Lack of available childcare   [10]
Cannot afford childcare   [11]
Other reason (please specify)   [12]

**If HG10 is coded 9 go to HG11. If any other coded, go to
HG13**

13

HG11   HOW LONG IS IT SINCE YOU PERMANENTLY RETIRED FROM WORK?

Under a year   [1]
1 - 4 years   [2]
5 years or more   [3]
Don't know   [4]

If coded 1 or 2 at HG11 go to HG19, others go to HH56

HG12   WHY DID YOU NOT SEEK WORK IN THE LAST 4 WEEKS? ANY OTHER REASON? (HG12A - HG12M)
Do not prompt. Code all that apply.

Waiting for the results of an application for a job/being
assessed by a training agent   [1]
In full-time education/student   [2]
Looking after the family/home   [3]
Temporarily sick or injured   [4]
Long-term sick or disabled   [5]
No jobs available   [6]
Do not need employment   [7]
Not yet started looking for work   [8]
Retired from paid work   [9]
Lack of available childcare   [10]
Cannot afford childcare   [11]
Needs training/additional education   [12]
Other reason (please specify)   [13]

Continue if HG7 is coded 1. Otherwise go to HG14.

HG13   FOR HOW LONG HAVE YOU BEEN LOOKING FOR PAID WORK/A PLACE ON A GOVERNMENT TRAINING SCHEME?

Under 3 months   [1]
3 months, but less that 6 months   [2]
6 months, but less than 12 months   [3]
1 year, but less than 2 years   [4]
2 years, but less than 5 years   [5]
5 years or more   [6]
Don't know   [7]

Continue if HG10 is not coded 9 and HG5 is not coded 1. Otherwise go to HG18.

HG14   HAVE YOU HAD A PAID JOB IN THE LAST FIVE YEARS?

Yes   [1]
No   [2]

Continue if HG14 is coded 1. Otherwise go to HG18.

HG15   INCLUDING ANY CURRENT SPELL OF UNEMPLOYMENT, HOW MANY TIMES IN THE LAST 5 YEARS HAVE YOU BEEN UNEMPLOYED AND LOOKING FOR WORK FOR 4 WEEKS OR MORE?

Times

Don't know   [999998]
Refused   [999999]

HG16   HOW DID YOU COME TO LEAVE YOUR LAST JOB? WAS IT
        Read out

That the job was temporary/seasonal   [1]
If female: to have a baby   [2]
That you/they decided to leave   [3]
That you/they were made redundant   [4]
That you/they had to leave because of sickness, injury or
  disability to yourself   [5]
That you/they had to leave because of sickness, injury or
  disability to another member of your household   [6]
Or that you/they were dismissed   [7]

Retired from work   [8]
Problems with childcare   [9]
Other   [10]
Refused   [11]

HG17   FOR HOW LONG DID YOU WORK IN THAT JOB?

Less than 6 months   [1]
More than 6 months, but less than 12 months   [2]
12 months, but less than 2 years   [3]
2 years, but less than 5 years   [4]
5 years, but under 10 years   [5]
10 years or more   [6]
Don't know   [7]

Ask for each who has paid job (coded 1 at HG1 or HG5)

HG18   HOW MANY PAID JOBS DID YOU HAVE IN THE WEEK ENDING LAST SUNDAY?

Jobs

Don't know   [999998]
Refused   [999999]

HG19   THINKING ABOUT YOUR LAST/CURRENT PAID JOB, WHAT WAS/IS THE NAME OR TITLE OF THAT JOB?

HG20   WHAT DOES (DID) THE FIRM/ORGANISATION YOU WORK(ED) FOR MAKE OR DO AT THE PLACE WHERE YOU WORK(ED)?
Describe fully - probe for the manufacturing or processing or distributing etc and main good produced, materials used, wholesale or retail etc.

HG21   WHAT DO/DID YOU MAINLY DO IN YOUR JOB?

HG22   ARE/WERE YOU WORKING AS AN EMPLOYEE OR WERE YOU SELF-EMPLOYED?

Employee   [1]
Self-employed   [2]

Continue if HG22 is coded 1. Otherwise go to HG25.

HG23   DO/DID YOU SUPERVISE ANY OTHER EMPLOYEES? (A supervisor or foreman is responsible for overseeing the work of other employees on a day-to-day basis)?

Yes   [1]
No   [2]

HG24   HOW MANY EMPLOYEES OF YOUR FIRM/ORGANISATION ARE/WERE THERE AT THE PLACE WHERE YOU ACTUALLY WORK/WORKED?

1 - 24   [1]
25-499   [2]
500 or more   [3]

Continue if HG22 is coded 2. Otherwise, go to HG27.

HG25   ARE/WERE YOU WORKING ON YOUR OWN OR DO/DID YOU HAVE EMPLOYEES?

On own/with partners but no employees   [1]
With employees   [2]

Continue if HG25 is coded 2. Otherwise, go to HG27.

HG26   HOW MANY EMPLOYEES ARE/WERE THERE AT THE PLACE WHERE YOU WORK/WORKED?

1 - 24   [1]
25-499   [2]
500 or more   [3]

HG27   IS/WAS YOUR (MAIN) JOB FULL-TIME OR PART-TIME?

Full time   [1]
Part time   [2]

HG28   AND IS/WAS THAT JOB PERMANENT OR TEMPORARY
         (temporary means fixed-term contract or seasonal)

Permanent   [1]
Temporary   [2]

Ask for all in paid work (coded 1 at HG1 or HG5). Repeat relevant questions from HH1 to HH16 for each job. Self-employed go to HH17.

HH – HOUSEHOLD INCOME

The routing in the income section is particularly complex. Income information is gathered about the Highest Income Householder, his or her spouse or partner and the Random Adult. The routing will depend on who is being interviewed (HIH or partner) and whether or not they are also the Random Adult. Those undertaking analysis of this section are advised to contact the SHS Project Manager (see contacts at page 45).

INTRO: THE NEXT GROUP OF QUESTIONS IS ABOUT YOUR HOUSEHOLD'S INCOME. THIS WILL HELP US ANALYSE THE INFORMATION ON THE SURVEY'S MAIN TOPICS – FOR EXAMPLE, TO FIND OUT THE EXTENT OF HOME OWNERSHIP, CAR DRIVING AND INTERNET USE BY PEOPLE WITH DIFFERENT LEVELS OF INCOME. IN ORDER TO MAKE BEST USE OF THE SURVEY'S INFORMATION, WE NEED TO ASK ABOUT VARIOUS TYPES OF INCOME, OTHERWISE OUR RESULTS COULD BE MISLEADING. BUT PLEASE REMEMBER THAT EVERYTHING YOU TELL ME IS COMPLETELY CONFIDENTIAL, AND WILL ONLY BE USED FOR THE PURPOSE OF PRODUCING STATISTICS.

HH1   NOW I'D LIKE TO ASK YOU ABOUT THE PAY IN THIS JOB. WHAT IS YOUR USUAL TAKE-HOME PAY, THAT IS AFTER ALL DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
         Probe for best estimate

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH1. If coded 'don't know' at HH1, go to HH5. If coded 'no usual pay', go to HH9.

HH2   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH3   INTERVIEWER PROBE Is that exact or an estimate?
Interviewer observe: did respondent consult pay slip.

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH4   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
         Take average if varies. Note: only include hours 'on call' if paid for them at 1/3 or more of normal hourly rate

         Hours

Can't say   [98]

Continue if HH1 coded 'don't know'. Otherwise go to HH9.

HH5   WHAT IS YOUR USUAL PAY BEFORE ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, AND INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
         Write in probe for best estimate to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH5. Otherwise go to HH9.

HH6   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH7   INTERVIEWER PROBE IS THAT EXACT OR AN ESTIMATE?
         Interviewer observe: did respondent consult pay slip.

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH8   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Take average if varies. Note: only include hours 'on call' if paid for them at 1/3 or more of normal hourly rate

Can't say   [98]

Continue if HH1 coded 'no usual pay'. Otherwise, go to HH17.

HH9   LAST TIME YOUR WERE PAID, WHAT WAS YOUR TOTAL TAKE-HOME PAY, THAT IS AFTER ALL DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Probe for best estimate

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH9. Otherwise, go to HH13.

HH10   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH11   INTERVIEWER PROBE IS THAT EXACT OR AN ESTIMATE?
Interviewer observe: did respondent consult pay slip.

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH12   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if HH9 coded 'don't know'. Otherwise go to HH17.

HH13   LAST TIME YOU WERE PAID, WHAT WAS YOUR PAY BEFORE ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH13. Otherwise, go to HH17.

HH14   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH15   INTERVIEWER PROBE IS THAT EXACT OR AN ESTIMATE?
Interviewer observe: did respondent consult pay slip.

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH16   HOW MANY HOURS A WEEK USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Ask for self-employed [coded 2 at HG22]. Otherwise got to HH22.

HH17   ABOUT HOW MUCH AFTER TAX AND OTHER DEDUCTIONS TAKE OUT OF THE BUSINESS FOR USE?
Write in to nearest £. Accept gross if net not possible

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH17. Otherwise go to HH20.

HH18   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH19   CODE FOR:

Net figure given   [1]
Gross figure given   [2]

Continue if HH17 coded 'no usual pay'. Otherwise go to HH22.

HH20   CAN YOU GIVE ME AN ESTIMATE OF HOW MUCH YOU RECEIVED IN THE LAST YEAR. INCLUDE SELF-EMPLOYMENT AND INCOME FROM ANY OTHER EMPLOYMENT IN THE LAST YEAR.
Write in to nearest £

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH20 or if coded 'no usual pay'. Otherwise go to HH22.

HH21   HOW MANY HOURS A WEEK DO YOU USUALLY WORK?

Can't say   [98]

Ask if more than 1 job (coded more than 1 at HG18). Otherwise, go to HH27.

HH22   THINKING NOW ABOUT ANY OTHER JOBS, IN TOTAL WHAT IS YOUR USUAL PAY AFTER ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE AND SO ON, FOR THESE OTHER JOBS?

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH22. If coded 'don't know' go to HH24. Otherwise, go to HH27.

HH23   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

Continue if HH22 coded 'don't know'. Others go to HH27.

HH24   CAN YOU TELL ME YOUR USUAL TOTAL GROSS PAY BEFORE DEDUCTIONS FOR THESE OTHER JOBS?
        Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH24. Otherwise go to HH27.

HH25   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH26   AND, HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THIS PAY?

Can't say   [98]

Questions HH27 are for householders who are not the Highest Income Householder.

HH27   CAN I CHECK, ARE YOU IN PAID WORK FOR 1 OR MORE HOURS A WEEK?

Yes   [1]
No   [2]
Don't know   [3]

Continue if HH27 coded 1. Otherwise go to HH56.

HH28   DO YOU JUST HAVE ONE JOB AT THE MOMENT, OR DO YOU HAVE MORE THAN ONE?

One job only   [1]
More than one job   [2]
Not sure   [3]

Continue if HH28 coded 2. Otherwise go to HH30.

HH29   I'D LIKE TO ASK YOU ABOUT THE WORK YOU DO FOR THE MOST HOURS EACH WEEK. IN THIS JOB ARE YOU AN EMPLOYEE OR SELF - EMPLOYED?

Employee   [1]
Self-employed   [2]
Not sure   [3]

If more than 1 job (coded 2 at HH28), go to HH31. Otherwise continue.

HH30   ARE YOU AN EMPLOYEE OR SELF-EMPLOYED?

Employee   [1]
Self-employed   [2]
Not sure   [3]

If self employed (coded 2 at HH29 or HH30), go to HH46. Otherwise continue.

HH31   NOW I'D LIKE TO ASK YOU ABOUT THE PAY IN THIS JOB. WHAT IS USUAL TAKE-HOME PAY AFTER ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
        Probe for best estimate. Write in to nearest £

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH31. Otherwise, go to HH35.

HH32   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH33   CODE ACCURACY:

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH34   HOW MANY HOURS A WEEK WORKED FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
        Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if HH31 coded 'don't know'. Otherwise go to HH46.

HH35   WHAT IS THE USUAL PAY BEFORE ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, AND INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Probe for best estimate

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH35. Otherwise, go to HH39.

HH36   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH37   CODE ACCURACY:

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH38   HOW MANY HOURS A WEEK WORKED FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if amount entered at HH39. Otherwise, go to HH42.

HH39   LAST TIME PAID WHAT WAS TOTAL TAKE-HOME PAY – THAT IS AFTER ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH39. Otherwise, go to HH42.

HH40   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH41   ABOUT HOW MANY HOURS A WEEK WORKED FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if coded 'don't know' at HH39. Otherwise go to HH46.

HH42   LAST TIME PAID WHAT WAS TOTAL PAY BEFORE DEDUCTIONS?
Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH42. Otherwise, go to HH46.

HH43   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH44   CODE ACCURACY:

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

HH45   ABOUT HOW MANY HOURS A WEEK WORKED FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue If self employed (coded 2 at HH29 or HH30). Otherwise, go to HH52.

HH46   ABOUT HOW MUCH AFTER TAX AND OTHER DEDUCTIONS TAKEN OUT OF THE BUSINESS FOR USE?
Accept gross if net not possible. Write in to nearest £

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH46. Otherwise, go to HH49.

HH47   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH47B   CODE FOR:

Net figure given   [1]
Gross figure given   [2]

HH48   HOW MANY HOURS A WEEK WORKED FOR
        THAT PAY, EXCLUDING MEAL BREAKS BUT
        INCLUDING PAID OVERTIME?
        Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if code of 'no usual pay' at HH46. Otherwise go to HH52.

HH49   LAST TIME PAID, WHAT WAS TOTAL TAKE-
        HOME PAY AFTER ANY DEDUCTIONS FOR TAX,
        NATIONAL INSURANCE, AND SO ON?
        Write in to the nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH49. Otherwise, go to HH52.

HH50   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

HH51   HOW MANY HOURS A WEEK WORKED FOR
        THAT PAY, EXCLUDING MEAL BREAKS BUT
        INCLUDING PAID OVERTIME?
        Note: only include hours 'on call' if paid for them

Can't say   [98]

Continue if do more than 1 job (coded 2 at HH28). Otherwise, go to HH56.

HH52   THINKING NOW ABOUT ANY OTHER JOBS IN
        TOTAL, WHAT IS USUAL PAY AFTER ANY
        DEDUCTIONS FOR TAX, NATIONAL INSURANCE,
        AND SO ON, FOR THESE OTHER JOBS?
        Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH52. Otherwise, go to HH54.

HH53   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

Continue if coded 'don't know' at HH52. Otherwise go to HH56.

HH54   CAN YOU TELL ME THE TOTAL PAY BEFORE
        DEDUCTIONS FOR THESE OTHER JOBS?
        Write in to nearest £

Don't know   [999998]
Refused   [999997]

Continue if amount entered at HH54. Otherwise go to HH56.

HH55   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

Ask all HH56

HH56   SHOW CARDS
        I'D LIKE TO TALK ABOUT INCOME FROM
        SOURCES OTHER THAN WORK. ARE YOU (OR
        YOUR PARTNER) RECEIVING ANY OF THE
        BENEFITS LISTED ON THESE TWO CARDS?

Yes   [1]
No   [2]

Continue if coded 1 at HH56. Otherwise go to HH67.

HH57   WHICH OF THESE ARE YOU (OR YOUR
        PARTNER) RECEIVING? ANY OTHERS?
        Code all that apply

Income Support   [1]
Working Families Tax Credit   [2]
Working Tax Credit   [3]
Child Tax Credit   [4]
Job Seekers Allowance – Income based   [5]
Job Seekers Allowance – Contribution based   [6]
Housing Benefit   [7]
Council Tax Benefit   [8]
Child Benefit   [9]
Maternity Allowance   [10]
State Retirement Pension   [11]
Pension Credit   [12]
Statutory Maternity Pay   [13]
Some other state benefit (please specify)   [14]
Widows Pension or Widowed Parent's Allowance [15]
None   [16]

HH57B   DO YOU CLAIM THE 'CHILDCARE TAX CREDIT
        COMPONENT OF THE WORKING FAMILIES TAX
        CREDIT?

Yes   [1]
No   [2]
Don't know   [3]

HH58   AND WHICH OF THESE OTHER BENEFITS ARE
        YOU (OR YOUR PARTNER) RECEIVING?
        Code all that apply

Incapacity Benefit (formerly Invalidity Benefit)   [1]
Disabled Person's Tax Credit   [2]
Disability Living Allowance Care Component   [3]
Disability Living Allowance Mobility Component   [4]
Industrial Injury/Disablement Benefit   [5]
Invalid Care Allowance   [6]
Severe Disablement benefit   [7]

Statutory Sick Pay [8]
War Disablement benefit [9]
Disability premium with Income Support/Housing Benefit [10]
Attendance allowance [11]
Another benefit for people with disabilities (please specify)[12]
None [13]

If no benefits received go to HH67. Otherwise continue.

**If HH58D =4 (DISABILITY LIVING ALLOWANCE MOBILITY)
CONTINUE. OTHERS GO TO HH58C**

HH58B   IN WHICH BAND ARE YOU RECEIVING
DISABILITY LIVING ALLOWANCE MOBILITY
COMPONENT

Higher band [1]
Middle band [2]
Lower band [3]
Don't know [4]

**If HH58C =3 (DISABILITY LIVING ALLOWANCE CARE)
CONTINUE. OTHERS GO TO HH58D**

HH58C   IN WHICH BAND ARE YOU RECEIVING
DISABILITY LIVING ALLOWANCE CARE
COMPONENT

Higher band [1]
Middle band [2]
Lower band [3]
Don't know [4]

**If HH58 =11 (ATTENDANCE ALLOWANCE) CONTINUE.
OTHERS GO TO HH59**

HH58D   IN WHICH BAND ARE YOU RECEIVING
ATTENDANCE ALLOWANCE

Higher band [1]
Middle band [2]
Lower band [3]
Don't know [4]

**If respondent has partner, ask HH59 and HH60 for each
benefit recorded. Others go to HH61.**

HH59   IS IT YOU, YOUR PARTNER OR BOTH OF YOU
WHO RECEIVE THAT BENEFIT?
(HH59A - HH59K)

	RESP	PART	BOTH
Income Support	[1]	[2]	[3]
Working Families Tax Credit	[1]	[2]	[3]
Working Tax Credit	[1]	[2]	[3]
Child Tax Credit	[1]	[2]	[3]
Jobseeker's Allowance – Income	[1]	[2]	[3]
Jobseeker's Allowance – Contribution	[1]	[2]	[3]
Housing Benefit	[1]	[2]	[3]
Council Tax Benefit	[1]	[2]	[3]
Child Benefit	[1]	[2]	[3]
Maternity Allowance	[1]	[2]	[3]
State Retirement Pension	[1]	[2]	[3]
Pension Credit	[1]	[2]	[3]
Statutory Maternity Pay	[1]	[2]	[3]
Widow's Pension or Parent's Allowance	[1]	[2]	[3]

HH60   IS IT YOU, YOUR PARTNER OR BOTH OF YOU
WHO RECEIVE THAT BENEFIT?
(HH60A - HH60L)

	RESP	PART	BOTH
Incapacity Benefit	[1]	[2]	[3]
Disabled Person's Tax Credit	[1]	[2]	[3]
Disability Living Allowance (Care)	[1]	[2]	[3]
Disability Living Allowance (Mobility)	[1]	[2]	[3]
Industrial Injury/Disablement Benefit	[1]	[2]	[3]
Invalid Care Allowance	[1]	[2]	[3]
Severe Disablement benefit	[1]	[2]	[3]
Statutory Sick Pay	[1]	[2]	[3]
War Disablement benefit	[1]	[2]	[3]
Disability premium	[1]	[2]	[3]
Attendance Allowance	[1]	[2]	[3]
Other	[1]	[2]	[3]

Ask HH61 and HH62 for all benefits coded at HH57.

HH61   HOW MUCH DID YOU (AND YOUR PARTNER)
RECEIVE IN BENEFITS LAST TIME YOU
RECEIVED {BENEFIT}?
**If both respondent and partner receive, add two
together. Take care not to double count.
Enter to nearest £**

Don't know [98]
Refused [97]

HH62   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week [52]
2 weeks [26]
3 weeks [17]
4 weeks [13]
1 month [12]
2 months [6]
3 months [4]
6 months [2]
1 year [1]
Other [99]
Don't know [98]

Ask HH63 and HH64 for all benefits coded at HH58.

HH63   HOW MUCH DID YOU (AND YOUR PARTNER)
RECEIVE IN {BENEFIT} LAST TIME YOU
RECEIVED IT?
**If respondent and partner receive separate
amounts add two together, take care not to
double count.
Enter to nearest £**

Don't know [98]
Refused [97]

HH64   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week [52]
2 weeks [26]
3 weeks [17]
4 weeks [13]
1 month [12]
2 months [6]
3 months [4]
6 months [2]
1 year [1]
Other [99]
Don't know [98]

Continue if coded 'don't know' for any benefits at HH61 or HH63. Others go to HH67.

HH65   YOU HAVE SAID THAT YOU ARE NOT SURE HOW MUCH YOU RECEIVED IN ONE OR MORE OF THE BENEFITS. ADDING ALL OF THE BENEFITS ON THESE TWO CARDS TOGETHER, HOW MUCH DID YOU (AND YOUR PARTNER) RECEIVE IN TOTAL LAST TIME YOU RECEIVED YOUR BENEFITS?
If both respondent and partner receive, add two together. Enter to nearest £

Don't know   [98]
Refused   [97]

HH66   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week   [52]
2 weeks   [26]
3 weeks   [17]
4 weeks   [13]
1 month   [12]
2 months   [6]
3 months   [4]
6 months   [2]
1 year   [1]
Other   [99]
Don't know   [98]

ASK ALL

HH67   DO YOU (OR YOUR PARTNER) RECEIVE ANY OTHER REGULAR INCOME OR PAYMENT FROM ANY SOURCES ON THIS CARD?

Yes   [1]
No   [2]
Don't know   [3]
Refused   [4]

Continue if HH67 coded 1. Otherwise, go to HI1.

HH68   FROM WHICH OF THESE SOURCES? WHICH OTHERS?
Code all that apply

Occupational/employer (non-State) pension(s)   [1]
Benefit from annuity, trust or covenant   [2]
Maintenance payments   [3]
Rent from property or subletting, including boarders   [4]
Dig money from other household members   [5]
Benefit from accident/sickness scheme etc   [6]
Investment income   [7]
Student loan   [8]
Grant   [9]
Regular non-work income,
   from any other organisation (please specify)   [10]

Continue if respondent has partner. Otherwise, go to HH70.

HH69   IS IT YOU, YOUR PARTNER OR BOTH OF YOU WHO RECEIVE THAT OTHER INCOME? (HH69A - HH69J)

	RESP	PART	BOTH
Occupational/employer pension(s)	[1]	[2]	[3]
Benefit from annuity, trust or covenant	[1]	[2]	[3]
Maintenance payments	[1]	[2]	[3]
Rent from property or subletting	[1]	[2]	[3]
Dig money	[1]	[2]	[3]
Benefit from accident/sickness scheme	[1]	[2]	[3]
Investment income	[1]	[2]	[3]
Student loan	[1]	[2]	[3]
Grant	[1]	[2]	[3]
Other	[1]	[2]	[3]

Ask HH70 and HH71 for each income coded at HH68.

HH70   HOW MUCH DID YOU (AND YOUR PARTNER) RECEIVE IN {INOME} LAST TIME YOU RECEIVED IT?
If both respondent and partner receive, add two together. Enter to nearest £

Don't know   [98]
Refused   [97]

HH71   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week   [52]
2 weeks   [26]
3 weeks   [17]
4 weeks   [13]
1 month   [12]
2 months   [6]
3 months   [4]
6 months   [2]
1 year   [1]
Other   [99]
None   [98]

HI – FINANCIAL SERVICES, SAVINGS AND HOUSING COSTS

Ask all HI1

HI1   WHICH OF THESE ACCOUNTS, IF ANY, DO YOU OR YOUR PARTNER HAVE? (HI1A - HI1E)

Yes, bank account   [1]
Yes, building society account   [2]
Yes, Credit Union account   [3]
Yes, Post Office Card Account   **[4]**
No, none of these   [5]
Refused

HI2   AT THE MOMENT DO YOU (OR YOUR PARTNER) HAVE ANY MONEY SAVED OR INVESTED IN ANY OF THE PLACES MENTIONED ON THIS CARD?

Yes   [1]
No   [2]
Refused   [3]
Don't know   [4]

If HI2 is coded 1, ask HI3. Otherwise skip to HJ1.

HI3   HOW MUCH DO YOU (AND YOUR PARTNER) HAVE SAVED OR INVESTED ALTOGETHER? PLEASE TELL ME THE LETTER ON THIS CARD FOR THE GROUP IN WHICH YOU WOULD PLACE YOUR TOTAL SAVINGS?

A: Under £1,000   [1]
B: £1,000 - £4,999   [2]
C: £5,000 - £9,999   [3]
D: £10,000 - £15,999   [4]
E: £16,000 - £29,999   [5]
F: £30,000 - £74,999   [6]
G: £75,000 or more   [7]
Refused   [8]

If HB5 is 1 go to HK1. If HB5 is 2 or 3, ask HJ1. Others go to HJ3

HJ – MORTGAGE AND RENT

HJ1   CAN I JUST CHECK, DOES YOUR HOUSEHOLD HAVE A MORTGAGE OR LOAN OUTSTANDING ON THIS PROPERTY?

Yes	[1]
No	[2]
Refused	[3]

Continue if HJ1 coded 1. Others go to HJ3.

HJ1B   IS THIS MORTGAGE/LOAN...

An ENDOWMENT mortgage (where your mortgage payments cover interest only)	[1]
A REPAYMENT mortgage (where your mortgage payments cover interest and part of the original loan)	[2]
Other (specify)	[3]

Ask HJ2AN if HJ1B coded 1, others skip to HJ2

HJ2AN   **AT THE MOMENT, HOW MUCH DOES YOUR HOUSEHOLD PAY EACH MONTH IN PAYMENTS FOR AN ENDOWMENT MORTGAGE, EXCLUDING ANY CONTENTS OR BUILDINGS INSURANCE OR MORTGAGE PROTECTION?**
Code to the nearest £. Ask to estimate if unsure. Record total for all mortgages/loans.

Don't know/Refused

If ENDOWMENT mortgage, go to HK1

Ask HJ2 if HJ1B coded 2 or 3

HJ2   **AT THE MOMENT, HOW MUCH DOES YOUR HOUSEHOLD PAY EACH MONTH IN MORTGAGE PAYMENTS, EXCLUDING ANY CONTENTS OR BUILDINGS INSURANCE OR MORTGAGE PROTECTION?**
Code to the nearest £. Ask to estimate if unsure. Record total for all mortgages/loans.

Don't know/Refused

HJ2N   **WHAT IS THE AMOUNT STILL OUTSTANDING ON YOUR MORTGAGE/LOAN – THAT IS, HOW MUCH DO YOU STILL HAVE TO PAY OFF?**

Continue if HB5 is coded 3 or 4. Otherwise, go to HK1.

HJ3   HOW MUCH IS THE TOTAL RENT FOR YOUR HOUSEHOLD'S ACCOMMODATION, THAT IS BEFORE ANY HOUSING BENEFIT IS DEDUCTED?
If crofter, or two or more rents paid, enter total rent payable. If unsure code best estimate.

Don't know	[1]
Refused	[2]

Continue if amount entered at HJ3. Others, go to HK1.

HJ4   HOW LONG A PERIOD DOES THAT RENT COVER?

A day	[1]
A week	[2]
Fortnight	[3]
4 weeks	[4]
Month	[5]
Year	[6]
Other	[7]

HJ5   AND HOW MUCH DOES YOUR HOUSEHOLD ACTUALLY PAY FOR THIS ACCOMMODATION AFTER ANY HOUSING BENEFIT HAS BEEN DEDUCTED?
If no housing benefit received, leave amount blank and code 'no housing benefit'.

Don't know	[1]
Refused	[2]
No housing benefit	[3]
Full housing benefit	[4]

HJ6   HOW LONG A PERIOD DOES THAT RENT COVER?

A day	[1]
A week	[2]
Fortnight	[3]
4 weeks	[4]
Month	[5]
Year	[6]
Other	[7]
Not Applicable	[8]

Ask HK1 if property owned or buying (HB5 = 1, 2 or 3) others skip to HK1A

HK1   IS YOUR HOUSEHOLD CURRENTLY COVERED BY.....READ OUT
Code all that apply

Home contents insurance	[1]
House/building insurance	[2]
No, neither	[3]
Don't know	[4]

Ask HK1A if property rented (HB5 = 4)

HK1A   IS YOUR HOUSEHOLD CURRENTLY COVERED BY HOME CONTENTS INSURANCE OR NOT?
Code all that apply

Yes, covered by home contents insurance	[1]
No, not covered by home contents insurance	[3]
Don't know	[4]

HK1 and HK1A are combined in the data to make a single variable HK1

HK2   TAKING EVERYTHING TOGETHER, WHICH OF THESE PHRASES ON THIS CARD BEST DESCRIBES HOW YOU AND YOUR HOUSEHOLD MANAGE FINANCIALLY THESE DAYS?

Manage very well	[1]
Manage quite well	[2]
Get by alright	[3]
Don't manage very well	[4]
Have some financial difficulties	[5]
Are in deep financial trouble	[6]
Refused	[7]
Don't know	[8]

Question HK2 only appeared from January to March 2003.

**Interviewer, record whether permission for recontact is
given by the householder.**

Consent given   [1]
Consent refused   [2]

If random adult is a different respondent THAT BRINGS US TO
THE END OF THE INTERVIEW. THANK YOU VERY MUCH
FOR YOUR HELP.

PART TWO – RANDOM ADULT

INTRODUCTION If random adult is a different respondent

THE FIRST PART OF THE INTERVIEW WITH {NAME} WAS
MAINLY ABOUT THE HOUSEHOLD IN GENERAL. THIS
PART OF THE INTERVIEW IS MORE ABOUT YOU
PERSONALLY AND YOUR VIEWS AS AN INDIVIDUAL.

INTRODUCTION If random adult is the same respondent

SO FAR, I'VE ASKED YOU MAINLY ABOUT THE
HOUSEHOLD IN GENERAL. THE REST OF THE INTERVIEW
IS MORE ABOUT YOU AND YOUR VIEWS AS AN
INDIVIDUAL.

RA – ACCOMMODATION

RA1   HOW LONG HAVE YOU LIVED AT THIS
        ADDRESS?
        If less than a year, use pre-code.

        [   ]

Less than one year   [1]

**If answer at RA1 is less than 1 year, go to RA2. Otherwise
go to RA3**

RA2   HOW MANY MONTHS HAVE YOU LIVED AT THIS
        ADDRESS?

        [   ]

**Ask RA3 if currently owner occupiers (coded 1 or 2 at
HB5). Others go to RA9.**

RA3   DID YOU OR ANYBODY ELSE IN THIS
        HOUSEHOLD PREVIOUSLY RENT THIS
        ACCOMMODATION?

Yes   [1]
No   [2]
Don't know   [3]

If yes (1) go to RA4. Otherwise skip to RA9

RA4   WHO WAS IT PREVIOUSLY RENTED FROM?

Local authority/Council   [1]
Scottish Homes   [2]
Housing Association/co-operative or charitable trust   [3]
Employer of a household member (organisation)   [4]
Another organisation   [5]
Relative/friend of household member   [6]
Employer of a household member (individual)   [7]
Individual private landlord   [8]
Other   [9]

RA4B   AND DID YOU/THEY BUY THIS
        ACCOMMODATION WITHIN THE LAST YEAR OR
        WAS IT LONGER AGO?

Within the last year   [1]
Longer ago   [2]
Don't know   [3]

RA9   HAVE YOU EVER BEEN HOMELESS, THAT IS,
        LOST YOUR HOME WITH NO ALTERNATIVE
        ACCOMMODATION TO GO TO?

Yes   [1]
No   [2]

If RA9 is yes, continue. Otherwise go to RA10n

RA9B   HOW MANY TIMES HAVE YOU BEEN HOMELESS
        IN THE PAST TWO YEARS, IF AT ALL?

Once   [1]
Twice   [2]
Three times   [3]
Four times   [4]
Five times or more   [5]
Don't know   [6]
None   [7]

RA10N   {YOU SAY YOU HAVE NEVER ACTUALLY BEEN
        HOMELESS} I'D LIKE TO ASK YOU A MORE
        SPECIFIC QUESTION ABOUT DIFFERENT
        EXPERIENCES SOME PEOPLE HAVE HAD
        REGARDING HOUSING. WHICH OF THESE HAS
        APPLIED TO YOU IN THE PAST TWO YEARS, IF
        ANY? JUST READ OUT THE LETTERS THAT
        APPLY.

**A - I have had to apply to the Council for housing
because I was going to be asked/told to leave my home
(i.e. threatened with homelessness).   [1]
B - I have had to apply to the Council for housing
because I didn't have anywhere to live (i.e. actually
homeless).   [2]
C - I have had to 'sleep rough'   [3]
D - I have had to stay with friends or relatives
because I didn't have anywhere else to live   [4]
E - I have had to stay in emergency or temporary
accommodation (e.g. hostel, refuge, B&B)   [5]
F - I have had to stay in some other form of insecure
accommodation (e.g. under threat of eviction,
with no legal rights etc)   [6]
None of these   [7]**

Ask RA11NA for each of RA10C to F coded

RA11   YOU MENTIONED THAT YOU HAD TO
        {ITEMRA10N}. FOR HOW LONG DID YOU
        {ITEMRA10N} IN TOTAL OVER THE TWO YEARS?

**Less than two weeks   [1]
Over two weeks, up to a month   [2]
Over a month, up to three months   [3]
Over three months, up to six months   [4]
Over six months, up to one year   [5]
More than one year   [6]**

Continue if RA9 is "Yes" or any of RA10n 1-6 is coded

RA11AN WHAT KIND OF ACCOMMODATION OR TENURE WERE YOU LIVING IN IMMEDIATELY BEFORE YOU BECAME HOMELESS?

Local Authority or Housing Association Tenancy	**[1]**
Private rented tenancy	**[2]**
Tenancy with voluntary organisation	**[3]**
Owner-occupied property	**[4]**
Other institution (e.g. care, prison)	**[5]**
Other (Write in)	**[6]**

RA11BN AND WHAT WAS THE 'FIRST' TYPE OF PERMANENT ACCOMMODATION OR TENURE YOU MOVED INTO AFTER BEING HOMELESS?

Local Authority or Housing Association tenancy	**[1]**
Private rented tenancy	**[2]**
Tenancy with voluntary organisation	**[3]**
Owner-occupied property	**[4]**
Other institution (e.g. care, prison)	**[5]**
Other (Write in)	**[6]**

RA11C DURING YOUR MOST RECENT EPISODE OF HOMELESSNESS, WHICH OF THESE, IF ANY DID YOU APPROACH FOR HELP?

Family	**[1]**
Friends	**[2]**
Local Authority housing/homelessness department	**[3]**
Local Authority social work department	**[4]**
Advice service (voluntary or statutory)	**[5]**
Voluntary/specialist homelessness accommodation or support agency	**[6]**
Healthcare services	**[7]**
Other	**[8]**
None of these	**[9]**

RA11D AND FROM WHICH, IF ANY, DID YOU RECEIVE HELP, REGARDLESS OF WHETHER YOU APPROACHED THEM?

Family	**[1]**
Friends	**[2]**
Local Authority housing/homelessness department	**[3]**
Local Authority social work department	**[4]**
Advice service (voluntary or statutory)	**[5]**
Voluntary/specialist homelessness accommodation or support agency	**[6]**
Healthcare services	**[7]**
Other	**[8]**
None of these	**[9]**

Ask RA11D if any of 1 - 8 coded at RA11C

RA11E FROM THIS CARD, WHAT KIND OF HELP DID YOU RECEIVE FROM ANY OF THOSE SOURCES?

Financial support	**[1]**
Advice and information	**[2]**
Accommodation and resettlement support	**[3]**
Healthcare	**[4]**
Work and related opportunities	**[5]**
Social or personal (emotional) support	**[6]**

Ask RA11F if individual/agency approached for help at RA11C but not coded as received help from them at RA11D

RA11F FROM WHAT YOU KNOW, WHY WERE YOU UNABLE TO RECEIVE HELP FROM SOME OF THE INDIVIDUALS/AGENCIES YOU APPROACHED?

Not eligible for support	**[1]**
Waiting period for support too long	**[2]**
Support not available (i.e. lack of resources)	**[3]**
Support not available (i.e. unwilling to help)	**[4]**
Available support did not match needs	**[5]**
Other (Write in)	**[6]**

RA12 IS THERE ANYONE CURRENTLY LIVING IN THIS HOUSE/FLAT, OR STAYING HERE SOMETIMES, BECAUSE THEY HAVE NO HOME OF THEIR OWN, OR NO STABLE BASE OF THEIR OWN?

Interviewer note: this does not include lodgers

Yes	**[1]**
No	**[2]**

RA13 NOW THINKING ABOUT YOURSELF. ARE YOU CURRENTLY LOOKING TO MOVE OUT OF THIS HOUSEHOLD TO LIVE IN A SEPARATE HOME OR HOUSEHOLD OF YOUR OWN?

Yes	[1]
No	[2]

Continue if RA13 = 1 otherwise go to RB1

RA14 FOR HOW LONG HAVE YOU BEEN LOOKING FOR A SEPARATE HOME OF YOUR OWN?

Up to one month	[1]
Over one month, up to six months	[2]
Over six months, up to 12 months	[3]
Over 12 months	[4]
Refused	[5]
Don't know	[6]

RA15 HAVE YOU GOT YOUR NAME ON EITHER A COUNCIL OR HOUSING ASSOCIATION WAITING LIST?

Yes, Council	[1]
Yes, Housing Association	[2]
Refused	[3]
Don't know	[4]

RA16 ARE YOU LOOKING TO RENT THE HOME YOU MOVE TO, OR DO YOU PLAN TO BUY?

Rent	[1]
Buy	[2]
Either/no preference	[3]
Don't know	[4]

RB – NEIGHBOURHOODS AND COMMUNITY SAFETY

ASK ALL RB1

RB1 THINKING NOW ABOUT THE NEIGHBOURHOOD YOU LIVE IN, HOW WOULD YOU RATE IT AS A PLACE TO LIVE?
If pressed, define 'your neighbourhood' as: 'the street you live in and the streets nearby' (urban) or 'the local area' (rural).

Very good   [1]
Fairly good   [2]
Fairly poor   [3]
Very poor   [4]
No opinion   [5]

RB2 AND WHAT ASPECTS OF THIS IMMEDIATE NEIGHBOURHOOD, IF ANY DO YOU PARTICULARLY LIKE? PROBE AND WHAT ELSE? (RB2A - RB2O)

Area well maintained   [1]
Good public transport   [2]
Nicely landscaped/open spaces   [3]
Safe area/low crime   [4]
Good outlook/view   [5]
Quiet/peaceful   [6]
Friendly people   [7]
Convenient shop/other amenities   [8]
Good local shops   [9]
Good local leisure facilities   [10]
Good local schools   [11]
Good facilities for children   [12]
Good neighbours   [13]
Good sense of community   [14]
No/little traffic   [15]
Safe/slow traffic   [16]
Other   [17]
Nothing   [18]

RB3 AND WHAT ASPECTS OF THIS IMMEDIATE NEIGHBOURHOOD, IF ANY DO YOU PARTICULARLY DISLIKE? PROBE AND WHAT ELSE? (RB3A - RB3R)

Area poorly maintained/run down   [1]
Poor public transport   [2]
Poor outlook/view   [3]
Problem with neighbours   [4]
Problems with dogs   [5]
Unsafe area/crime   [6]
Poor local shops   [7]
Vandalism   [8]
Poor local leisure facilities   [9]
Drug abuse   [10]
Poor local schools   [11]
Alcohol abuse   [12]
Nowhere for children to play   [13]
Noise   [14]
Young people hanging about/Nothing for
  young people to do   [15]
Parking Problems   [16]
Too much traffic   [17]
Fast/speeding traffic   [18]
Nothing   [19]
Other   [20]

RB4A HOW COMMON WOULD YOU SAY THE FOLLOWING THINGS ARE IN THIS NEIGHBOURHOOD? (RB4A - RB4E) CODE IN GRID

Noisy neighbours or loud parties
Vandalism, graffiti or other deliberate damage to property
Groups of young people hanging around on the street
People who have been drinking or using drugs
Rubbish or litter lying around

Response options
Very common   [1]
Fairly common   [2]
Not very common   [3]
Not at all common   [4]
Don't know   [5]

RB4XA HOW OFTEN, IF EVER, DO YOU DO ANY OF THE FOLLOWING IN THE EVENINGS THESE DAYS, SAY BETWEEN 7PM AND 10PM (RB4XA AND RB4XC)

Travel by bus
Travel by train

Response options
Most days   [1]
At least once a week   [2]
At least once a month   [3]
Less than once a month   [4]
Never   [5]
Don't know   [6]

RB4Y TO WHAT EXTENT WOULD YOU SAY YOU ARE, OR WOULD BE, SAFE FROM CRIME WHEN DOING EACH OF THE FOLLOWING THINGS IN THE EVENINGS? (RB4YA AND RB4YC)

Travel by bus
Travel by train

Response options
Very safe   [1]
Fairly safe   [2]
Not particularly safe   [3]
Not safe at all   [4]
Don't know   [5]

RA4AC HOW SAFE DO YOU FEEL WALKING ALONE IN YOUR NEIGHBOURHOOD AFTER DARK? WOULD YOU SAY YOU FEEL…?

Very safe   [1]
Fairly safe   [2]
A bit unsafe   [3]
Very unsafe   [4]
Don't know   [5]

RA4AD HOW SAFE DO YOU FEEL WHEN YOU ARE ALONE IN YOUR HOME AT NIGHT? WOULD YOU SAY YOU FEEL…?

Very safe   [1]
Fairly safe   [2]
A bit unsafe   [3]
Very unsafe   [4]
Don't know   [5]

RB4E2   HOW MANY TIMES, IF AT ALL, HAVE YOU HAD
         ANY DISPUTES OR SERIOUS PROBLEMS WITH
         NEIGHBOURS IN THE PAST 12 MONTHS?

Never/nothing serious   [1]
Once   [2]
Twice   [3]
Three times   [4]
Four or more   [5]
Don't know   [6]
Refused   [7]

**If RB4E is never/nothing serious, don't know or refused,
skip to RB8n. Others continue.**

RB4F   THINKING ABOUT THE MOST RECENT INCIDENT,
         DID YOU REPORT THE MATTER TO THE POLICE
         OR TO THE LOCAL COUNCIL? (RB4FA - RB4FD)

Police   [1]
Council   [2]
Neither   [3]
Don't know/can't remember   [4]

**If RB4F is coded 3 or 4 go to RB8n. If RB4F is coded 1 ask
RB4G2. Others go to RB4H2.**

RB4G2   REGARDLESS OF WHETHER THEY WERE ABLE
         TO SOLVE IT, WERE YOU SATISFIED OR
         DISSATISFIED WITH THE WAY THE POLICE
         RESPONDED TO YOUR PROBLEM?

Satisfied   [1]
Dissatisfied   [2]
Neither   [3]
No opinion   [4]

If RB4F is coded 2 ask RB4H2. Others go to RB8N

RB4H2   SHOW CARD REGARDLESS OF WHETHER THEY
         WERE ABLE TO SOLVE IT, WERE YOU
         SATISFIED OR DISSATISFIED WITH THE WAY
         THE COUNCIL RESPONDED TO YOUR
         PROBLEM?

Satisfied   [1]
Dissatisfied   [2]
Neither   [3]
No opinion   [4]

RB8N   MOST OF US WORRY AT SOME TIME OR OTHER
         ABOUT BEING THE VICTIM OF A CRIME. USING
         ONE OF THE PHRASES ON THIS CARD, COULD
         YOU TELL ME HOW WORRIED YOU ARE ABOUT
         THE FOLLOWING. HOW WORRIED ARE YOU
         ABOUT…. (RB8NA - RB8NH)

Having your home broken into and something stolen
Being mugged and robbed
Having your car stolen
Having things stolen from your car
Being sexually assaulted or raped
Being physically attacked or assaulted in the street
Being insulted or pestered by anybody, while in the street or
any other public place
Being subject to a physical attack because of your skin colour,
ethnic origin or religion

Response options
Very worried   [1]
Fairly worried   [2]
Not very worried   [3]
Not at all worried   [4]
Not applicable   [5]

RB8BN   HOW MUCH IS YOUR OWN QUALITY OF LIFE
         AFFECTED BY FEAR OF CRIME, ON A SCALE
         FROM 1 TO 10, WHERE 1 IS NO EFFECT AND 10
         IS A TOTAL EFFECT ON YOUR QUALITY OF
         LIFE?

1 – No effect   [1]
2   [2]
3   [3]
4   [4]
5   [5]
6   [6]
7   [7]
8   [8]
9   [9]
10 – Total effect   [10]

RB8D   IN THE LAST YEAR, HAVE YOU PERSONALLY
         BEEN A VICTIM OF ANY KIND OF PHYSICAL
         ASSAULT, ATTACK OR MUGGING IN THIS
         NEIGHBOURHOOD. IF YES, HOW MANY TIMES
         HAS THAT HAPPENED?

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│   │
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None   [999992]
Can't remember   [999997]

**If open numeric coded in RB8D, ask RB8E. Otherwise skip
to RC1.**

RB8E   THINKING ABOUT THE LAST TIME THAT
         HAPPENED, IN WHICH MONTH DID THAT
         HAPPEN?

January   [1]
February   [2]
March   [3]
April   [4]
May   [5]
June   [6]
July   [7]
August   [8]
September   [9]
October   [10]
November   [11]
December   [12]
Can't remember   [13]

RC – EDUCATION AND TRAINING

Ask if AGED over 16 and not retired

RC1   PLEASE LOOK AT THIS CARD AND TELL ME
         WHICH, IF ANY, OF THE FOLLOWING
         EDUCATIONAL QUALIFICATIONS YOU HAVE
         (RC1A - RC1J).
         Code all that apply

School Leaving Certificate, new National
    Qualification Access Unit   [1]
O Grade, Standard Grade, GCSE,
    CSE, Senior Certificate or equivalent   [2]
GSVQ Foundation or Intermediate, SVQ Level 1 or 2,
SCOTVEC Module or equivalent   [3]
Higher Grade/Higher Still/CSYS/A level, Advanced Senior
    Certificate or equivalent   [4]
GSVQ Advanced, SVQ Level3, ONC, OND, SCOTVEC
National Diploma or equivalent   [5]
City and Guilds   [6]
HNC, HND, SVQ Levels 4 or 5 or equivalent   [7]
First Degree, Higher degree   [8]
Professional qualifications, e.g. teaching, accountancy [9]
None of these   [10]

RC2   ARE YOU CURRENTLY TAKING PART IN ANY OF
        THESE FORMS OF EDUCATION/CLASSES OR
        TRAINING? WHICH ONES? (RC2A - RC2H)
        Code all that apply

None   [1]
On-the-job training   [2]
A Further Education college course   [3]
A university-based course   [4]
Distance learning/Open University   [5]
School   [6]
Adult education or evening class   [7]
Help with reading, writing or use of numbers   [9]
Other   [8]

**Continue if respondent coded as using the internet at HC6.
Others go to LICENCE.**

RC4B   I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT
        YOUR USE OF THE INTERNET. WHEN DID YOU
        FIRST USE THE INTERNET?

In the past month   [1]
Over one month ago, up to 6 months ago   [2]
Over 6 months ago, up to a year ago   [3]
Over 1 year ago, up to two years ago   [4]
Over two years ago   [5]

RC5   GENERALLY SPEAKING, ABOUT HOW MANY
        HOURS A WEEK DO YOU SPEND USING THE
        INTERNET FOR YOUR OWN PERSONAL USE?

Up to one hour per week   [1]
Over 1 hour, up to 5 hours   [2]
Over 5 hours, up to 10 hours   [3]
Over 10 hours, up to 20 hours   [4]
Over 20 hours   [5]

RC6   AND WHAT METHODS DO YOU USE TO ACCESS
        THE INTERNET THESE DAYS? (RC6A - RC6H)

Personal computer   [1]
Laptop computer   [2]
WAP/mobile phone   [3]
Television   [4]
A games console   [5]
Digital/electronic personal organiser/palm top   [6]
Combination of mobile phone/electronic organiser   [7]
Other   [8]

RC7   WHICH OF THESE THINGS HAVE YOU EVER
        USED THE INTERNET FOR? (RC7A - RC7Q)

Buying or ordering tickets and services   [1]
Finding information about goods and services   [2]
Finding information relating to education   [3]
General browsing or surfing   [4]
Grocery shopping   [5]
Looking for work   [6]
Non-grocery shopping   [7]
On-line learning   [8]
Paying rent   [9]
Personal banking/financial/investment activities   [10]
Playing or downloading games   [11]
Playing or downloading music   [12]
Using chat rooms or sites   [13]
Using email   [14]
Using or accessing government/official sites   [15]
Voting   [16]
None of these   [17]

RC8   AND WHICH OTHERS, IF ANY, DO YOU THINK
        YOU WOULD LIKE TO USE THE INTERNET FOR
        IN THE FUTURE?

Buying or ordering tickets and services   [1]
Finding information about goods and services   [2]
Finding information relating to education   [3]
General browsing or surfing   [4]
Grocery shopping   [5]
Looking for work   [6]
Non-grocery shopping   [7]
On-line learning   [8]
Paying rent   [9]
Personal banking/financial/investment activities   [10]
Playing or downloading games   [11]
Playing or downloading music   [12]
Using chat rooms or sites   [13]
Using email   [14]
Using or accessing government/official sites   [15]
Voting   [16]
None of these   [17]

RC7B   AS FAR AS YOU KNOW, DOES YOUR
        HOUSEHOLD HAVE A BROADBAND INTERNET
        CONNECTION, WHICH ALLOWS YOU TO
        DOWNLOAD WEB-PAGES FAST, SUCH AS A
        CABLE MODEM ADSL (xDSL), FIXED WIRELESS,
        OR FIBRE OPTIC CABLE?

Yes   [1]
No   [2]
Don't know   [3]

Ask RC7C if have broadband internet connection

RC7C   WHAT TYPE OF BROADBAND CONNECTION DO
        YOU HAVE?

ADSL   [3]
Cable modem   [4]
ISDN   [5]
Other   [6]

Refused   [1]
Don't know   [2]

RD – TRAVEL AND TRANSPORT

**LICENCE   WHICH OF THE PHRASES ON THIS CARD
            APPLIES TO YOU?**

Currently hold a full driving licence (car or motorcycle) [1]
Currently hold a provisional licence   [2]
Currently disqualified from driving   [3]
Licence suspended on medical grounds   [4]
Never held a UK driving licence   [5]
Did not reapply for licence at age 70   [6]

**Ask RD1 if employed or self-employed (coded at HA7)
otherwise go to 'only ask…' just before RD2. Ask for the
postcode or the address of most recent place of work if
person says "it varies" or "not working at present".**

RD1 WHAT IS THE POSTCODE OF THE PLACE WHERE YOU WORK? INTERVIEW PROBE IF FULL POSTCODE NOT KNOWN. PLEASE TELL ME ANY PART OF THE POSTCODE THAT YOU DO KNOW AND THE NAME AND ADDRESS OF EMPLOYER?
Interviewer - this is so we can calculate distance from home.

Organisation/shop
Postcode
Number/street/road
District/area
Post town/city

Work at or from home	[1]
Works at sea or off shore	[2]
Works outwith Scotland (but not at sea/offshore)	[3]

FLEX1 DO YOU WORK FLEXIBLE HOURS OR "FLEXI-TIME"? THIS IS WHERE YOU CAN VARY THE TIMES WHEN YOU START AND FINISH WORK, WITHIN LIMITS, AND CHOOSE TO WORK LONGER ON SOME DAYS AND TAKE OTHER DAYS OFF?

| **Yes** | **[1]** |
| **No** | **[2]** |

Ask FLEX if RD1 is not coded 1.

FLEX ARE SOME OF YOUR WORKING HOURS SPENT AT HOME?

| **Yes** | **[1]** |
| **No** | **[2]** |

Continue if RD1 coded 1 or FLEX coded 1. Otherwise go to FLEXCAR.

RD1B WHICH OF THE FOLLOWING BEST DESCRIBES HOW YOU WORK IN A NORMAL WEEK? READ OUT

I work only at home	[1]
I work mainly at home, but sometimes work elsewhere	[2]
I work about as much at home as elsewhere	[3]
I work at home sometimes, but mainly elsewhere	[4]
I do not work at home: I work only elsewhere	[5]

Continue if RD1b is not coded 5. Otherwise go to FLEXCAR

FLEXPC ON AVERAGE, WHAT PERCENTAGE OF YOUR WORKING HOURS ARE SPENT AT HOME?

FLEXCAR YOU SAID YOU SOMETIMES WORK FROM HOME. IS THERE A CAR AVAILABLE FOR YOU TO USE WHEN YOU ARE WORKING FROM HOME?

| **Yes** | **[1]** |
| **No** | **[2]** |

Continue if FLEXCAR coded 1. Otherwise go to RD3

FLEXBIZ IS THE CAR USED FOR BUSINESS WHEN YOU ARE WORKING FROM HOME?

| **Yes** | **[1]** |
| **No** | **[2]** |

Only ask RD2 if in full time education (coded at HA7)

RD2 WHICH SCHOOL/COLLEGE/UNIVERSITY DO YOU ATTEND?

Ask all employed, self-employed and in full-time education (coded 1, 2, 3, 7 or 8 at HA7 unless RD1 = 1). Others go to 'Ask if …' before FREDRIV.

RD3 HOW DO YOU USUALLY TRAVEL TO WORK (OR SCHOOL/COLLEGE/UNIVERSITY IF IN FULL TIME EDUCATION)?
Probe for main method

Walking	[1]
Driver car/van	[2]
Passenger car/van	[3]
Motorcycle/moped	[4]
Bicycle	[5]
School bus	[6]
Works bus	[7]
Ordinary (service) bus	[8]
Taxi/minicab	[9]
Rail	[10]
Underground	[11]
Ferry	[12]
Aeroplane	[13]
Horse-riding	[14]
Other	[15]

If RD3 = 2 or 3 continue, otherwise go to RD6

RD4 WHICH OF THE ITEMS ON THIS CARD BEST DESCRIBE THE CAR OR VAN YOU USUALLY TRAVEL TO WORK/EDUCATION IN.

A car or van your household owns or has regular use of	[1]
A lift in someone else's car at no cost to you	[2]
A car-sharing scheme where you take a turn driving	[3]
A car-sharing scheme where you pay the driver	[4]
A work's van or minibus	[5]
Other	[6]

If RD4 coded 1 go to RD5 otherwise go to RD6

RD5 WHERE DO YOU PARK YOUR VEHICLE? IS IT ...

In a commercial car park	[1]
On the street at no cost	[2]
On the street in a space you pay for	[3]
Paid for, in a car park provided by employer/school/college/university	[4]
Free, in a car park provided by your employer/school/college/university	[5]
Free in another car park	[6]
Other	[7]

RD6   WHAT ARE THE MAIN REASONS YOU USE THIS
       METHOD OF TRAVEL TO WORK/SCHOOL/
       COLLEGE/ UNIVERSITY (RD6A - RD6U)?
       Probe fully

Close/nearby/not far away	[1]
Most convenient	[2]
Travel with friends	[3]
Safest method	[4]
Quickest method	[5]
Only method available	[6]
Too far to walk	[7]
No public transport	[8]
Public transport unsuitable	[9]
Good exercise/fresh air	[10]
No car/transport	[11]
Laziness	[12]
Distance	[13]
Too much to carry	[14]
Parking problems	[15]
Need car at work	[16]
Work patterns (e.g. shifts)	[17]
Other (please specify)	

**ASK RD7 IF RD3 = 2 OR 3 (car or van driver or passenger).
OTHERS GO TO WORKYR**

RD7   WOULD IT BE POSSIBLE FOR YOU TO USE
       PUBLIC TRANSPORT FOR THE JOURNEY TO OR
       FROM WORK/SCHOOL/COLLEGE/UNIVERSITY?

Yes	[1]
No	[2]

Ask RD8 if coded 1 at RD7

RD8   WHAT ARE THE MAIN REASONS YOU DO NOT
       USE PUBLIC TRANSPORT? (RD8A - RD8AC)
       Probe fully

Takes too long	[1]
Inconvenient	[2]
No direct route	[3]
Use my own car	[4]
Need a car for/at work	[5]
Cost	[6]
Work unsocial/unusual hours	[7]
Public transport unreliable	[8]
Lack of service	[9]
Too infrequent	[10]
Health reasons	[11]
Difficult access/on-off steps	[12]
Too much to carry/awkward	[13]
Uncomfortable	[14]
No need	[15]
Prefer to walk	[16]
Dislike waiting	[17]
Long walk to bus stop	[18]
Live centrally/within walking distance	[19]
Other (please specify)	

**Respondents who initially reply 'inconvenient' or 'use my
own car' are asked a follow-up question to understand why
it is inconvenient or why they use their own car. The
responses to the follow-up are stored in same variables as
RD8 and the original 'inconvenient' and 'use my own car'
remain.**

Ask RD8MAIN if more than one coded at RD8

RD8MAIN   **AND WHAT IS YOUR MAIN REASON?**

Takes too long	**[1]**
Inconvenient	**[2]**
No direct route	**[3]**
Use my own car	**[4]**
Need a car for/at work	**[5]**
Cost	**[6]**
Work unsocial/unusual hours	**[7]**
Public transport unreliable	**[8]**
Lack of service	**[9]**
Too infrequent	**[10]**
Health reasons	**[11]**
Difficult access/on-off steps	**[12]**
Too much to carry/awkward	**[13]**
Uncomfortable	**[14]**
No need	**[15]**
Prefer to walk	**[16]**
Dislike waiting	**[17]**
Long walk to bus stop	**[18]**
Live centrally/within walking distance	**[19]**
Other (please specify)	

Ask RD9 for those coded 2 at RD7

RD9   WHAT ARE THE MAIN REASONS IT WOULD NOT
       BE POSSIBLE TO USE PUBLIC TRANSPORT?
       (RD9A - RD9AC)
       Probe fully

Takes too long	[1]
Inconvenient	[2]
No direct route	[3]
Use my own car	[4]
Need a car for/at work	[5]
Cost	[6]
Work unsocial/unusual hours	[7]
Public transport unreliable	[8]
Lack of service	[9]
Too infrequent	[10]
Health reasons	[11]
Difficult access/on-off steps	[12]
Too much to carry/awkward	[13]
Uncomfortable	[14]
No need	[15]
Prefer to walk	[16]
Dislike waiting	[17]
Long walk to bus stop	[18]
Live centrally/within walking distance	[19]
Other (please specify)	

**Respondents who initially reply 'inconvenient' or 'use my
own car' are asked a follow-up question to understand why
it is inconvenient or why they use their own car. The
responses to the follow-up are stored in same variables as
RD8 and the original 'inconvenient' and 'use my own car'
remain.**

If more than one coded at RD9

RD9MAIN   AND WHAT IS YOUR MAIN REASON

Takes too long	[1]
Inconvenient	[2]
No direct route	[3]
Use my own car	[4]
Need a car for/at work	[5]
Cost	[6]
Work unsocial/unusual hours	[7]
Public transport unreliable	[8]
Lack of service	[9]
Too infrequent	[10]
Health reasons	[11]
Difficult access/on-off steps	[12]
Too much to carry/awkward	[13]
Uncomfortable	[14]
No need	[15]
Prefer to walk	[16]
Dislike waiting	[17]
Long walk to bus stop	[18]
Live centrally/within walking distance	[19]
Other (please specify)	

WORKYR   WERE YOU IN EMPOYMENT OR SELF-EMPLOYMENT ONE YEAR AGO?

Yes	[1]
No	[2]

If WORKYR = 2 go to 'Ask if…' just before FREDRIV.

MODEYR   HOW DID YOU USUALLY TRAVEL TO WORK ONE YEAR AGO? PROBE FOR MAIN METHOD

Walking	[1]
Driver car/van	[2]
Passenger car/van	[3]
Motorcycle/moped	[4]
Bicycle	[5]
School bus	[6]
Works bus	[7]
Ordinary (service) bus	[8]
Taxi/minicab	[9]
Rail	[10]
Underground	[11]
Ferry	[12]
Aeroplane	[13]
Horse-riding	[14]
Other	[15]
Not in employment	[16]
Worked from home	[17]
Was not working in UK	[18]

Ask MODEDIFF if MODEYR not equal to RD3

MODEDIFF   WHY DID YOU CHANGE FROM {MODEYR} TO {RD3} FOR TRAVELLING TO WORK?

Changed job	[1]
Moved home	[2]
Employer re-located	[3]
Bought a car	[4]
Sold car	[5]
Lost licence	[6]
Public transport service added	[7]
Public transport service withdrawn	[8]
Changed working hours	[9]
Other	[10]

Ask if LICENCE coded 1 or 2 (has full or provisional licence)

FREDRIV   HOW OFTEN DO YOU DRIVE A CAR/VAN NOWADAYS, FOR PRIVATE PURPOSES (INCLUDING TRAVELLING TO WORK, BUT IGNORING ANY DRIVING WHICH WAS PART OF YOUR JOB)? Read out

Every day	[1]
At least three times a week	[2]
Once or twice a week	[3]
At least 2 or 3 times a month	[4]
At least once a month	[5]
Less than once a month	[6]
Never	[7]

Ask if LICENCE = 1 (has full licence) and FREDRIV not equal to 7

CARDEP   I'M GOING TO READ OUT SOME TYPES OF JOURNEY. FOR EACH TYPE OF JOURNEY, COULD YOU TELL ME WHICH OF THE PHRASES ON THIS CARD APPLIES TO YOU?

Go shopping for small amounts of food
Go supermarket shopping
Go town centre shopping
Go for evenings out for leisure purposes
Visit friends and relatives
Go to see GP
Go to the library

Response options

Never make that type of journey	[1]
Always use a car	[2]
Sometimes use a car/sometimes use another means of transport e.g. walk or bus	[3]
Never use a car/always use another means of transport e.g. walk or bus	[4]

For each coded 2 at CARDEP ask MODECHNG

MODECHNG   HOW EASY OR DIFFICULT WOULD IT BE FOR YOU TO… WITHOUT A CAR?

Go shopping for small amounts of food
Go supermarket shopping
Go town centre shopping
Go for evenings out for leisure purposes
Visit friends and relatives
Go to see GP
Go to the library

Response options

Very easy	[1]
Fairly easy	[2]
Neither easy nor difficult	[3]
Fairly difficult	[4]
Very difficult	[5]
Don't know	[6]

Ask all RE6

RE6   ON HOW MANY OUT OF THE LAST SEVEN DAYS DID YOU MAKE A TRIP OF MORE THAN A QUARTER OF A MILE BY BICYCLE? **Read out both questions below**

…GOING SOMEWHERE SUCH AS WORK, SHOPPING OR FRIENDS ETC.

None	[999992]
Don't know	[999998]

RE7 …JUST FOR THE PLEASURE OF CYCLING OR TO KEEP FIT

None [999992]
Don't know [999998]

RE8 ON HOW MANY OUT OF THE LAST SEVEN DAYS DID YOU MAKE A TRIP OF MORE THAN A QUARTER OF A MILE BY FOOT?
Read out both questions below

…GOING SOMEWHERE SUCH AS WORK, SHOPPING OR FRIENDS ETC.

None [999992]
Don't know [999998]
Not able to walk [999988]

RE9 …JUST FOR PLEASURE OF WALKING OR TO KEEP FIT OR TO WALK THE DOG.
Include jogging and running here

None [999992]
Don't know [999998]
Not able to walk [999988]

RE10B HOW OFTEN HAVE YOU USED YOUR LOCAL BUS SERVICE IN THE PAST MONTH, IF AT ALL?

Every day [1]
Almost every day [2]
Two or three times per week [3]
About once a week [4]
About once a fortnight [5]
About once a month [6]
Not used the local bus service in the previous month [7]

Ask RE10C if RE10B is not coded 7

RE10C TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS? GENERALLY, WHEN I USE THE BUS (RE10C2A - RE10C2K)

Statements
The buses are on time
The buses are frequent
The service runs when I need it
The service is stable and isn't regularly changing
The buses are clean
The buses are comfortable
I feel personally safe and secure on the bus
It is simple deciding the type of ticket I need
Finding out about routes and times is easy
It's easy changing from buses to other forms of transport
The fares are good value

Response options
Strongly agree [1]
Tend to agree [2]
Neither agree nor disagree [3]
Tend to disagree [4]
Strongly disagree [5]
No opinion [6]

Ask RE12 if RE10B coded 4 to 7 (infrequent bus users)

RE12 IN GENERAL, WHAT DISCOURAGES YOU FROM USING BUSES MORE OFTEN THAN YOU DO? (RE12A - RE12AE)

Takes too long [1]
Inconvenient [2]
No direct route [3]
Use own car [4]
Need a car for/at work [5]
Cost [6]
Work unsocial/unusual hours [7]
Public transport unreliable [8]
Lack of service [9]
Too infrequent [10]
Health reasons [11]
Difficult access/on-off steps [12]
Too much to carry/awkward [13]
Uncomfortable [14]
No need [15]
Prefer to walk [16]
Dislike waiting [17]
Long walk to bus stop [18]
Live centrally/within walking distance [19]
Use buses all the time [20]
Other

Respondents who initially reply 'inconvenient' or 'use my own car' are asked a follow-up question to understand why it is inconvenient or why they use their own car. The responses to the follow-up are stored in same variables as RD8 and the original 'inconvenient' and 'use my own car' remain.

Ask RE12MAIN if more than one item coded at RE12

RE12MAIN WHAT IS YOUR MAIN REASON?

Takes too long **[1]**
Inconvenient **[2]**
No direct route **[3]**
Use own car **[4]**
Need a car for/at work **[5]**
Cost **[6]**
Work unsocial/unusual hours **[7]**
Public transport unreliable **[8]**
Lack of service **[9]**
Too infrequent **[10]**
Health reasons **[11]**
Difficult access/on-off steps **[12]**
Too much to carry/awkward **[13]**
Uncomfortable **[14]**
No need **[15]**
Prefer to walk **[16]**
Dislike waiting **[17]**
Long walk to bus stop **[18]**
Live centrally/within walking distance **[19]**
Use buses all the time **[20]**
Other

RE10D HOW OFTEN HAVE YOU USED A TRAIN SERVICE IN THE PAST MONTH, IF AT ALL? NB: THIS DOES NOT INCLUDE THE UNDERGROUND IN GLASGOW OR LONDON

Every day [1]
Almost every day [2]
Two or three times per week [3]
About once a week [4]
About once a fortnight [5]
About once a month [6]
Not used the local train service in the previous month [7]

Ask RE10E if RE10D is not coded 7

RE10E TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS? GENERALLY, WHEN I USE THE TRAIN… (RE10E2A - RE10E2K)

Statements
The trains are on time
The trains are frequent
The service runs when I need it
The service is stable and isn't regularly changing
The trains are clean
The trains are comfortable
I feel personally safe and secure on the train
It is simple deciding the type of ticket I need
Finding out about routes and times is easy
It's easy changing from train to other forms of transport
The fares are good value

Response options
Strongly agree   [1]
Tend to agree   [2]
Neither agree nor disagree   [3]
Tend to disagree   [4]
Strongly disagree   [5]
No opinion   [6]

CARPLAN I WOULD LIKE YOU TO THINK ABOUT THE JOURNEYS YOU HAVE MADE BY CAR/VAN OR MOTORCYCLE OR BICYCLE IN THE LAST MONTH OR SO. WHICH, IF ANY, OF THESE HAVE YOU DONE TO PLAN A JOURNEY BEFORE SETTING OUT?

Looked at a road map   [1]
Asked a friend   [2]
Telephoned the AA or RAC   [3]
Contacted the venue/attraction you are visiting   [4]
Used route planning software or a journey
 planner on the Internet   [5]
Used Transport Direct internet portal   [6]
Checked Teletext/Ceefax for roadworks/congestion   [7]
Never planned ahead - relied on road signs   [8]
Never go out/housebound   [9]
None - never go to unfamiliar places   [10]
None - someone else plans the route for me   [12]
I haven't made journeys by car/van,
 motorcycle or bicycle   [13]
None - know the route   [14]
Other   [15]

Ask PTPLAN if CARPLAN not coded 9 "Never go out/housebound"

PTPLAN I WOULD LIKE YOU TO THINK ABOUT THE JOURNEYS YOU MAKE BY BUS OR TRAIN OR UNDERGROUND. WHICH, IF ANY, OF THESE HAVE YOU USED TO GET TRAVEL INFORMATION OR ADVICE ABOUT YOU'RE JOURNEY IN THE LAST MONTH?

Asked a friend   [1]
Telephoned Traveline   [2]
Timetable delivered through your door/picked up at
 stations   [3]
Timetable displayed at stations and stops   [4]
Contacted the venue/attraction you are visiting   [5]
Used Transport Direct internet portal   [6]
Teletext/Ceefax   [7]
Digital TV interactive services   [8]
Electronic kiosks/terminals   [9]
Internet access   [10]
None - someone else finds out for me   [11]
I haven't made journeys by bus, train or underground [12]
Other   [13]

TDAWARE HAVE YOU HEARD OF TRANSPORT DIRECT?

Yes   [1]
No   [2]
Don't know   [3]
Refused   [4]

Ask TDKNOW if TDAWARE = 1

TDKNOW CAN YOU TELL ME WHAT TRANSPORT DIRECT IS?

Source of information about bus routes,
 timetables and fares   [1]
Source of information about train routes,
 timetables and fares   [2]
Source of information about plane routes,
 timetables and fares   [3]
Source of information about routes for car journeys   [4]
Source of information about bus/train/plane services
 - e.g. whether running on time, late, cancelled, etc.   [5]
Source of information about car journeys
 - e.g. diversions, traffic problems, etc.   [6]
Means of buying bus/train/plane tickets   [7]
Means of estimating cost of car journey   [8]
Services which go directly to other countries
 - e.g. plane or ferry to Continent   [9]
Through services, without any need to
 change trains   [10]
Other   [11]
Don't know   [12]

Ask TDSRCE if TDAWARE = 1 and date of interview after May 2004

TDSRCE WHERE DID YOU HEAR ABOUT TRANSPORT DIRECT?

Newspaper report or advert   [1]
Television report or advert   [2]
Radio report or advert   [3]
Advert on a bus or train   [4]
Advert at a station, bus stop, airport etc   [5]
Other advert   [6]
Word of mouth   [7]
Other   [8]

Questions between TDACC and TDBAD2 were only asked from May 2004.

TDACC THE GOVERNMENT HAS DEVELOPED A SINGLE TRAVEL ENQUIRY SERVICE GIVING INFORMATION ABOUT ALL THE WAYS OF MAKING A JOURNEY IN THE UK. THIS CARD TELLS YOU A LITTLE ABOUT IT. WHICH OF THESE WOULD BE THE BEST WAYS FOR YOU TO ACCESS THE SERVICE, IF YOU WERE TO USE IT?

Internet using a PC or laptop   [1]
Internet using a mobile phone (e.g. WAP phone)   [2]
Electronic kiosks/terminals at bus/train stations   [3]
Electronic kiosks/terminals in
 libraries/shopping centres   [4]
Digital TV   [5]
Electronic kiosks/terminals at your place of work   [6]
Telephone   [7]
Other   [8]
Can foresee no circumstance when would
 want to use it   [9]

TDUSE   HAVE YOU USED TRANSPORT DIRECT?

Yes	[1]
No	[2]
Don't know	[3]
Refused	[4]

Ask if TDUSE = 1 otherwise go to RE15 – travel diary

TDTIME   ROUGHLY HOW MANY TIMES HAVE YOU USED TRANSPORT DIRECT IN THE PAST MONTH?

[   ]   TIMES

TDWHY1   WHAT HAVE YOU USED TRANSPORT DIRECT FOR?

To find out about routes	[1]
To find out about prices	[2]
To check arrival/departure times	[3]
To find out whether train/plane/bus is on time, running late or early	[4]
To check for possible delays on the roads on your route	[5]
To buy tickets	[6]
Other (please specify)	[7]

Ask TDWHY2 if more than one coded at TDWHY1

TDWHY2   FOR WHICH ONE OF THE ABOVE WOULD YOU SAY THAT YOU HAVE USED TRANSPORT DIRECT MOST?

To find out about routes	[1]
To find out about prices	[2]
To check arrival/departure times	[3]
To find out whether train/plane/bus is on time, running late or early	[4]
To check for possible delays on the roads on your route	[5]
To buy tickets	[6]
Other	[7]

TDMOD1   FOR WHICH TYPE(S) OF JOURNEY HAVE YOU USED TRANSPORT DIRECT?

Aeroplane	[1]
Train	[2]
Long-distance bus	[3]
Ferry	[4]
Local bus	[5]
Underground	[6]
Taxi	[7]
Car or private van	[8]
Commercial driving - e.g. goods vehicle, excursion bus, etc	[9]
Motorcycle	[10]
Cycle	[11]
Walking	[12]
Other (please specify)	[13]

Ask TDMOD2 if more than one coded at TDMOD1

TDMOD2   TDFOR WHICH ONE OF THE ABOVE WOULD YOU SAY THAT YOU HAVE USED TRANSPORT DIRECT MOST?

Aeroplane	[1]
Train	[2]
Long-distance bus	[3]
Ferry	[4]
Local bus	[5]
Underground	[6]
Taxi	[7]
Car or private van	[8]
Commercial driving - e.g. goods vehicle, excursion bus, etc	[9]
Motorcycle	[10]
Cycle	[11]
Walking	[12]
Other	[13]

TDGOOD1   IN GENERAL, HOW USEFUL HAVE YOU FOUND TRANSPORT DIRECT TO BE?

Very useful	[1]
Fairly useful	[2]
Not very useful	[3]
Not at all useful	[4]
No opinion	[5]
Don't know	[6]

Ask TDGOOD2 if TDTIME > 1

TDGOOD2   HOW USEFUL WAS TRANSPORT DIRECT ON THE LAST TIME THAT YOU USED IT?

Very useful	[1]
Fairly useful	[2]
Not very useful	[3]
Not at all useful	[4]
No opinion	[5]
Don't know	[6]

Ask TDBAD2 if TDGOOD1 = 3 or 4 or if TDGOOD2 = 3 or 4

TDBAD2   WHY DID YOU NOT FIND TRANSPORT DIRECT USEFUL?

[   ]

TRAVEL DIARY SECTION – due to its complexity, this section has not been included in full here. The series of questions relating to one 'single stage' journey are provided as an indication of the kind of information collected by the Travel Diary. More complex questions relating to multi-stage journeys or journeys involving a series of stages are not shown here. The full Travel Diary is available on request from the SHS Project Manager (see p.45).

AS PART OF THIS RESEARCH, WE ARE COLLECTING INFORMATION ON THE TRAVEL PATTERNS OF THE SCOTTISH POPULATION.

RE15   DID YOU MAKE ANY JOURNEYS OR TRIPS OUT OF THE HOUSE YESTERDAY?

PLEASE TELL ME ABOUT EACH STAGE OF THE JOURNEY IF IT HAD MORE THAN ONE STAGE, FOR EXAMPLE IF YOU TOOK THE BUS INTO TOWN AND THEN CAUGHT THE TRAIN. HOWEVER, THERE'S NO NEED TO MENTION ANY STAGES OR JOURNEYS WHICH WERE LESS THAN A QUARTER OF A MILE OR LESS THAN FIVE MINUTES ON FOOT, SUCH AS A SHORT WALK TO THE BUS STOP.

Yes   [1]
No   [2]

RE16   I'D LIKE YOU TO ASK YOU ABOUT THE TRIP YOU MADE YESTERDAY.
INTERVIEWER: PROBE FOR SUFFICIENT DETAILS TO ESTABLISH TYPE OF JOURNEY.

Single journey with just one stage
   (e.g. driving straight from home to work)   [1]
Single journey with more than one stage
   (e.g. taking the bus into town, then catching a train to work)[2]
'Series of calls'
   (e.g. a doctor on her rounds, a salesman visiting a series of clients, shopping trips)   [3]

If RE16 = 1, ask RE38, if RE16 = 2 ask RE30, if RE16 = 3, continue (only route one is shown here).

RE38   WHAT WAS THE PURPOSE OF YOUR JOURNEY? (PURPOSE)

Travelling to place of work   [1]
In the course of your work   [2]
Educational establishment   [3]
Shopping   [4]
Visit to hospital, doctor or other health   [5]
On other personal business   [6]
Visiting friends or relatives   [7]
Eating/drinking alone or at work   [8]
Eating/drinking other occasions   [9]
Entertainment/other public activities   [10]
Participating in sport   [11]
Coming/going on holiday   [12]
For a day trip/recreational journey   [13]
Other journey not coded above   [14]

Escorting someone home   [21]
Escorting someone to work   [22]
Escorting someone in the course of work   [23]
Escorting someone to an educational establishment   [24]
Escorting someone to the shops   [25]
Escort for personal business   [26]
Any other escort   [27]

Ask RE38AN if RE38 coded 4 – shopping

RE38AN CAN YOU TELL ME, WAS THAT A TRIP FOR THE MAIN HOUSEHOLD FOOD SHOPPING, FOR SMALLER-SCALE FOOD SHOPPING, OR FOR NON-FOOD SHOPPING?

Main food shopping   [1]
Other food shopping   [2]
Non-food shopping   [3]

RE39   HOW DID YOU TRAVEL/GET THERE? (MODE)

Walking   [1]
Driver car/van   [2]
Passenger car/van   [3]
Motorcycle/moped   [4]
Bicycle   [5]
School bus   [6]
Works bus   [7]
Ordinary (service) bus   [8]
Taxi/minicab   [9]
Rail   [10]
Underground   [11]
Ferry   [12]
Aeroplane   [13]
Horse-riding   [14]
Other   [15]

If RE39 = 2 or 3, ask RE40, others go to RE41

RE40   NUMBER OF OCCUPANTS IN CAR FOR THIS JOURNEY (INCLUDING DRIVER)?

PEOPLE

RE41   WHERE DID YOU START FROM?

Home   [Home postcode automatically inserted]
Work   [Work postcode automatically inserted]
Other   [Enter details]

Interviewer enter details if not home or work {open text}
Postcode
Organisation/Shop
Number/Street, Road etc
District/Area

RE42 AND WHERE DID YOU GO TO?

Home   [Home postcode automatically inserted]
Work   [Work postcode automatically inserted]
Other   [Enter details]

Interviewer enter details if not home or work {open text}
Postcode
Organisation/Shop
Number/Street, Road etc
District/Area

RE43   ROUGHLY WHAT TIME DID YOU LEAVE {START}? (RE43H RE43M)

HOURS	MINUTES

RE44   AND ROUGHLY WHAT TIME DID YOU ARRIVE AT {END}? (RE44H RE44M)

HOURS	MINUTES

Ask CONGA if RE39 = 2 (car/van driver).

CONGA   WAS THIS PART OF YOUR TRIP DELAYED DUE TO TRAFFIC CONGESTION?

Yes   [1]
No   [2]

Ask CONGB if CONGA = 1

CONGB **HOW MUCH TIME DO YOU THINK WAS LOST DUE TO TRAFFIC CONGESTION?**

	MINUTES

Don't know [999998]
Refused [999999]

Ask CONGC if RE39 = 8 or 10 (bus or train passenger)

CONGC **WAS {PART OF} YOUR TRIP DELAYED?**

Yes [1]
No [2]

Ask CONGD and CONGE if CONGC = 1

CONGD **WHY WAS {PART OF} YOUR JOURNEY DELAYED?**

{Bus/train} arrived late [1]
{Bus/train} did not turn up [2]
{Bus/train} broke down [3]
{Bus/train} involved in an accident/
   delayed by an accident [4]
Bus lane blocked [5]
Congestion on the roads [6]
Assault on {bus/train} crew [7]
Vandals damaged vehicle or track [8]
Traffic lights/signals not working [9]
Other reasons (please specify) [10]
Don't know [11]

CONGE **HOW MUCH TIME DO YOU THINK WAS LOST BECAUSE OF THIS?**

	MINUTES

Don't know [999998]
Refused [999999]

Ask PAYA if RE39 = 2 (car/van driver)

PAYA **DID YOU PAY FOR PARKING AT THE END OF THE JOURNEY?**

Yes [1]
No [2]

Ask PAYB if PAYA = 1

PAYB **WHERE DO YOU PARK YOUR VEHICLE?**

In a commercial car park [1]
On the street in a space you pay for [3]
Paid for, in a car park provided by
   employer/school/college/university [4]
Residential parking permit [8]
Other (Write in) [9]

Ask PAYC and PAYD if PAYB is not 8

PAYC **HOW MUCH DID YOU PAY? (IN PENCE)**

	PENCE

Don't know [999998]
Refused [999999]

PAYD **HOW LONG DID YOU STAY AT THAT PARKING PLACE? (IN HOURS AND MINUTES) INTERVIEWER: IF FOR EXAMPLE, THE RESPONDENT PARKED FOR 45 MINUTES, PLEASE ENTER ZERO FOR THE NUMBER OF HOURS.**

HOURS	MINUTES

Park for more than a day [999985]
Don't know [999998]
Refused [999999]

At the end of collecting the details of each trip, respondents are asked

RE45 **ANY MORE JOURNEYS YESTERDAY?**

Yes [1]
No [2]

RF – VOLUNTEERING, CONVENIENCE OF SERVICES

Ask all RF11A

The next set of questions are about the kinds of things that some people do to give up their time, without pay, to help people or for the benefit of their neighbourhood or a wider area, and either through organisations or acting as individuals.

RF11A **THINKING BACK OVER THE LAST 12 MONTHS, HAVE YOU GIVEN UP ANY TIME TO HELP ANY CLUBS, CHARITIES, CAMPAIGNS OR ORGANISATIONS. I MEAN IN AN UNPAID CAPACITY.**

Yes [1]
No [2]

Ask RF11b if coded yes (1) at RF11a. Otherwise skip to RF13.

RF11B **IS THAT FOR ONE PARTICULAR CLUB, CHARITY, CAMPAIGN OR ORGANISATION, OR FOR MORE THAN ONE?**

One [1]
More than one [2]

RF12 **I WOULD LIKE YOU TO THINK ABOUT THE CLUB, CHARITY, CAMPAIGN OR ORGANISATION THAT YOU GIVE UP MOST OF YOUR TIME FOR. PLEASE LOOK THROUGH THIS LIST AND TELL ME WHICH, IF ANY, BEST DESCRIBES WHAT IT DOES? (RF12AA2 - RF12BN2)**

Working with older people [1]
Working with people with disabilities [2]
Working with vulnerable people [3]
Working in support of the environment [4]
Providing adult education [5]
Working in the area of health [6]
Providing advice [7]
Working with animals [8]
Political party [9]
Professional societies or organisations [10]
Trade Union [11]
Playgroups or children's activities [12]
Activities or organisations working with young people [13]
School board [14]
Parent/teacher association [15]
Community Council [16]
Community Safety [17]
Church/religious activities [18]
Residents/tenants groups or organisations [19]
Local economic/employment initiatives [20]

Promoting equal opportunities [21]
Tackling social inclusion/poverty [22]
Arts, culture [23]
Sports activities [24]
Other (record fully) [25]

RF12C   AND WHAT IS IT THAT YOU ACTUALLY DO FOR THAT CLUB/CHARITY/CAMPAIGN/ ORGANISATION? MULTICODE OK (RF12CA - RF12CF2)

Fundraising [1]
Management committee [2]
Provide some kind of service [3]
Help with campaigning [4]
Help with administration [5]
Other [6]

RF12D2   AND, MORE SPECIFICALLY, OVER THE PAST FOUR WEEKS, ABOUT HOW MANY HOURS WOULD YOU SAY YOU HAVE GIVEN IN THIS WAY IN TOTAL?

	HOURS

Ask all RF13

RF13   I AM GOING TO READ OUT A NUMBER OF DIFFERENT TYPES OF SERVICES. BEARING IN MIND WHERE THEY ARE AND YOUR OWN CIRCUMSTANCES, PLEASE TELL ME HOW CONVENIENT OR INCONVENIENT YOU WOULD FIND IT TO MAKE USE OF THEIR SERVICES DURING THEIR NORMAL OPENING HOURS, ASSUMING YOU NEEDED TO? INTERVIEWER - RESPONDENT MAY USE BANK/SHOP ETC NEAR WORK RATHER THAN HOME FOR CONVENIENCE (RF13A - RF13G)

Services
Post office [1]
Bank [2]
Doctor's surgery [3]
Grocery/food shop [4]
Chemist/pharmacist [5]
Hospital outpatients department [6]
Public transport [7]

Convenience
Very convenient [1]
Fairly convenient [2]
Neither nor [3]
Fairly inconvenient [4]
Very inconvenient [5]
No opinion [6]

RG – HEALTH AND DISABILITY

RG5   COULD I JUST CHECK, DO YOU HAVE ANY LONG-STANDING ILLNESS, HEALTH PROBLEM OR DISABILITY THAT LIMITS YOUR DAILY ACTIVITIES OR THE KIND OF WORK THAT YOU CAN DO?
BY DISABILITY AS OPPOSED TO ILL-HEALTH, I MEAN A PHYSICAL OR MENTAL IMPAIRMENT, WHICH HAS A SUBSTANTIAL AND LONG-TERM ADVERSE EFFECT ON YOUR ABILITY TO CARRY OUT NORMAL DAY-TO-DAY ACTIVITIES.

Yes, disability [1]
Yes, illness or health problem [2]
Yes, both disability and illness or health problem [3]
No, neither [4]

Ask if Age > 59 or RG5 not coded 4

RG6AN   DO YOU HAVE A CONCESSIONARY TRAVEL PASS WHICH ALLOWS YOU TO TRAVEL FREE OF CHARGE ON OFF-PEAK LOCAL BUS SERVICES?

Yes **[1]**
No **[2]**
Don't know **[3]**

Ask those with illness or health problem (RG5 not coded 4) if not, skip to RG15

RG6   PLEASE LOOK AT THIS CARD AND TELL ME WHICH OF THESE ACTIVITIES, IF ANY, YOU WOULD NORMALLY FIND DIFFICULT TO MANAGE ON YOUR OWN (RG6A - RG6M)
Code all that apply

Doing the housework [1]
Climbing stairs [2]
Dressing [3]
Walking for at least 10 minutes [4]
Washing yourself [5]
Standing for at least 10 minutes [6]
Using a bus [7]
Using a taxi [8]
Using a train [9]
Using a car [10]
Preparing main meals [11]
Using a telephone [12]
None of these [13]

RG7   DO YOU CURRENTLY HAVE ANY SPECIAL EQUIPMENT OR ADAPTATIONS TO YOUR HOME TO HELP YOU MANAGE INDEPENDENTLY?

Yes [1]
No [2]

Ask those with equipment or adaptations (yes at RG7) otherwise skip to RG9

RG8   WHAT SORT OF EQUIPMENT IS THAT?
(RG8A - RG8U)

CODE ALL THAT APPLY
Wheelchair [1]
Walking sticks/crutches [2]
Walking frame, tripod or Zimmer [3]
Trolley [4]
Bed poles or ladders [5]
Ramps [6]
Artificial limbs [7]
Handrail [8]
Stairlift [9]
Hoists [10]

Special utensils [11]
Pick-up aid [12]
Dressing aid [13]
Bath/shower seat [14]
Bath lifts [15]
Adapted toilet seat [16]
Hearing aid [17]
Other [18]
None used [19]

RG9　ARE THERE ANY ADAPTATIONS OR SPECIAL EQUIPMENT WHICH YOU DO NOT CURRENTLY HAVE WHICH WOULD MAKE IT EASIER FOR YOU TO MANAGE INDEPENDENTLY?

Yes [1]
No [2]

Ask if coded yes (1) at RG9. If not, skip to RG11

RG10　WHAT SORT OF EQUIPMENT IS THAT?
Do not prompt, code all that apply. (RG10A - RG10U)

Wheelchair [1]
Walking sticks/crutches [2]
Walking frame, tripod or Zimmer [3]
Trolley [4]
Bed poles or ladders [5]
Ramps [6]
Artificial limbs [7]
Handrail [8]
Stairlift [9]
Hoists [10]
Special utensils [11]
Pick-up aid [12]
Dressing aid [13]
Bath/shower seat [14]
Hearing aid [15]
Bath lifts [16]
Adapted toilet seat [17]
Other [18]
Nothing/none [19]

RG11　DO YOU HAVE A HOME HELP AT THE MOMENT, THAT IS, SOMEONE WHO REGULARLY COMES IN TO HELP WITH CERTAIN TASKS LIKE CLEANING, COOKING OR SHOPPING WHICH YOU FIND IT DIFFICULT TO MANAGE ON YOUR OWN?

Yes [1]
No [2]
Don't know [3]

Ask those who have a Home Help. If coded yes (1) at RG11. Otherwise skip to RG15

RG12　CAN YOU TELL ME IS IT THE COUNCIL/SOCIAL WORK DEPARTMENT WHO PROVIDES THIS SERVICE OR IS IT PROVIDED BY SOMEONE ELSE? IF SOMEONE ELSE, PROBE IS IT PAID FOR PRIVATELY? (RG12A - RG12D)
Multicode OK

Local council/social work department [1]
Hired someone privately [2]
Other [3]
Don't know [4]

If RG12 is coded 3 or 4 go to RG15. If RG12 is coded 1 ask RG13. If RG12 is coded 2 go to RG14.

RG13　HOW SATISFIED OR DISSATISFIED ARE YOU WITH THE HELP/SERVICE YOU RECEIVE FROM THE LOCAL COUNCIL/SOCIAL WORK DEPARTMENT?

Very satisfied [1]
Fairly satisfied [2]
Neither satisfied nor dissatisfied [3]
Fairly dissatisfied [4]
Very dissatisfied [5]
No opinion [6]

RG14　HOW SATISFIED OR DISSATISFIED ARE YOU WITH THE PRIVATELY PROVIDED HELP/SERVICE YOU RECEIVE?

Very satisfied [1]
Fairly satisfied [2]
Neither satisfied nor dissatisfied [3]
Fairly dissatisfied [4]
Very dissatisfied [5]
No opinion [6]

Ask all RG15

RG15　DO YOU PROVIDE ANY REGULAR HELP OR CARE FOR ANY SICK, DISABLED OR ELDERLY PERSON NOT LIVING WITH YOU?
Exclude any help provided in the course of employment

Yes [1]
No [2]

Ask those who do help/care RG16 coded yes (1) at RG15. Otherwise skip to RG19

RG16　WHO IS IT THAT YOU PROVIDE REGULAR HELP OR CARE FOR?
Code first two mentioned

CODE RELATIONSHIP TO RESPONDENT
Grid
1st dependent [1]
2nd dependent [2]

Relationship
Parent/parent-in-law [1]
Other relative [2]
Friend or neighbour [3]
Client of voluntary organisation [4]
Other [5]
No 2nd dependent [6]

RG17　IN TOTAL, HOW MANY HOURS DO YOU SPEND EACH WEEK PROVIDING HELP OR CARE FOR (HIM/HER/THEM)?
Include care both inside and outside household.

1 - 4 hours per week [1]
5 - 19 hours per week [2]
20 or more hours per week [3]
Continuous care [4]
Varies [5]
Don't know [6]

RG18　DOES LOOKING AFTER OR CARING FOR (THIS PERSON/THESE PEOPLE) PREVENT YOU FROM DOING PAID WORK, OR AS MUCH PAID WORK AS YOU MIGHT OTHERWISE DO?

Yes [1]
No [2]

Ask all RG19

RG19   DO YOU SMOKE CIGARETTES NOWADAYS?

Yes   [1]
No   [2]

Ask smokers those coded yes (1) at RG19. Otherwise skip to RH1

RG20   ABOUT HOW MANY CIGARETTES A DAY DO YOU USUALLY SMOKE?

Don't know   [1]
Refused   [2]

RH – RANDOM ADULT EMPLOYMENT

Random adult employment – These questions are only asked if the random adult is not the same person as the HIH, about whom the information has already been collected.

Ask all RH1 if not asked in part one

RH1   I WOULD NOW LIKE TO ASK YOU SOME QUESTIONS ABOUT PAID WORK. DID YOU DO ANY PAID WORK IN THE WEEK PRIOR TO LAST SUNDAY, EITHER AS AN EMPLOYEE OR AS SELF-EMPLOYED?

Yes   [1]
No   [2]
Refused   [3]

Ask RH2 if RH1 is coded 2, otherwise skip to RH18

RH2   LAST WEEK, THAT IS THE SEVEN DAYS PRIOR TO LAST SUNDAY WERE YOU ON ANY OF THE FOLLOWING SCHEMES?
       Read out

Youth Training (YT)   [1]
New Deal (including on the Gateway)   [2]
Training for Work   [3]
Any other kind of scheme   [4]
None of these   [5]

If RH2 coded 1 to 4, continue. Otherwise, skip to RH4

RH3   MAY I JUST CHECK, WAS THAT…?
       Read out

A scheme in Scotland run by a Local Enterprise Council   [1]
Or was it some other scheme   [2]
Don't know   [3]

RH4   IN THE WEEK ENDING LAST SUNDAY, DID YOU DO ANY PAID WORK OR HAVE ANY OTHER PAID JOB OR BUSINESS IN ADDITION TO THE GOVERNMENT SCHEME/S YOU HAVE JUST TOLD ME ABOUT?

Yes   [1]
No   [2]

Ask those not on a scheme and not done paid work in last 7 days. Otherwise skip to RH18

RH5   DID YOU HAVE A JOB OR BUSINESS THAT YOU WERE AWAY FROM?

Yes   [1]
No   [2]

If RH5 is coded 2 continue, others go to RH18

RH6   DID YOU DO ANY UNPAID WORK IN THAT WEEK FOR ANY BUSINESS THAT YOU OWN OR THAT A RELATIVE OWNS?

Yes, own business   [1]
Yes, relative's business   [2]
Neither   [3]

RH7   THINKING OF THE FOUR WEEKS PRIOR TO LAST SUNDAY, WERE YOU LOOKING FOR ANY KIND OF PAID WORK OR GOVERNMENT TRAINING SCHEME AT ANY TIME IN THOSE 4 WEEKS?

Yes   [1]
No   [2]

If RH7 is 2 continue. If RH7 is 1 go to RH13

RH7B   WERE YOU WAITING TO TAKE UP A JOB THAT YOU HAD ALREADY OBTAINED?

Yes   [1]
No   [2]

If RH7B is coded 2 continue. If RH7B is 1 go to RH19_20

RH8   EVEN THOUGH YOU WERE NOT LOOKING FOR WORK IN THE 4 WEEKS PRIOR TO LAST SUNDAY, WOULD YOU LIKE TO HAVE A REGULAR PAID JOB AT THE MOMENT, EITHER FULL-TIME OR PART-TIME?

Yes   [1]
No   [2]

RH9   IF A JOB OR A PLACE ON A GOVERNMENT TRAINING SCHEME HAD BEEN AVAILABLE IN THE WEEK PRIOR TO LAST SUNDAY, WOULD YOU HAVE BEEN ABLE TO START WITHIN TWO WEEKS?

Yes   [1]
No   [2]

Ask RH10 to those 'unavailable' coded no at RH9. Otherwise, skip to RH12

RH10   WHY WOULD YOU NOT HAVE BEEN ABLE TO START IN THE NEXT TWO WEEKS? ANY OTHER REASONS? DO NOT PROMPT, CODE ALL THAT APPLY. (RH10A - RH10L)

Waiting for the results of an application for a job/being
assessed by a training agent   [1]
In full-time education/student   [2]
Looking after the family/home   [3]
Temporarily sick or injured   [4]
Long-term sick or disabled   [5]
No jobs available   [6]
Do not need employment   [7]
Not yet started looking for work   [8]
Retired from paid work   [9]
Lack of available childcare   [10]
Cannot afford childcare   [11]
Other reason (please specify)   [12]

If retired (coded 9) at RH10, ask RH11. Otherwise, skip to RH12.

RH11   HOW LONG IS IT SINCE YOU PERMANENTLY RETIRED FROM WORK?

Under a year   [1]
1 - 4 years   [2]
5 years or more   [3]
Don't know   [4]

If retired, skip to RH19_20

RH12   WHY DID YOU NOT SEEK WORK IN THE LAST 4 WEEKS? ANY OTHER REASONS? DO NOT PROMPT, CODE ALL THAT APPLY. **(RH12A - RH12M)**

Waiting for the results of an application for a job/being assessed by a training agent   [1]
In full-time education/student   [2]
Looking after the family/home   [3]
Temporarily sick or injured   [4]
Long-term sick or disabled   [5]
No jobs available   [6]
Do not need employment   [7]
Not yet started looking for work   [8]
Retired from paid work   [9]
Lack of available childcare   [10]
Cannot afford childcare   [11]
Need training/additional education   [12]
Other reason (specify)   [13]

Ask those unemployed or not in paid work

RH13   FOR HOW LONG HAVE YOU BEEN LOOKING FOR PAID WORK OR A PLACE ON A GOVERNMENT TRAINING SCHEME?

Under 3 months   [1]
3 months, but less that 6 months   [2]
6 months, but less than 12 months   [3]
1 year, but less than 2 years   [4]
2 years, but less than 5 years   [5]
5 years or more   [6]
Don't know   [7]

RH14   HAVE YOU HAD A PAID JOB IN THE LAST FIVE YEARS?

Yes   [1]
No   [2]

If RH14 is no, skip to RI1

RH15   INCLUDING ANY CURRENT SPELL OF UNEMPLOYMENT, HOW MANY TIMES IN THE LAST 5 YEARS HAVE YOU BEEN UNEMPLOYED AND LOOKING FOR WORK FOR 4 WEEKS OR MORE?

Don't know   [1]
Refused   [2]

RH16   HOW DID YOU COME TO LEAVE YOUR LAST JOB? WAS IT… READ OUT

That the job was temporary/seasonal   [1]
IF FEMALE: to have a baby   [2]
That you decided to leave   [3]
That you were made redundant   [4]
That you had to leave because of sickness, injury or disability to yourself   [5]
That you had to leave because of sickness, injury or disability to another member of your household   [6]
Or that you were dismissed   [7]
Retired from work   [8]
Problems with childcare   [9]

RH17   FOR HOW LONG DID YOU WORK IN THAT JOB?

Less than 6 months   [1]
6 months, but less than 12 months   [2]
12 months, but less than 2 years   [3]
2 years, but less than 5 years   [4]
5 years, but under 10 years   [5]
10 years or more   [6]
Don't know   [7]

Only ask RH18 to those in employment (coded 1 at RH1). Otherwise skip to RH19

RH18   HOW MANY PAID JOBS DID YOU HAVE IN THE WEEK ENDING LAST SUNDAY?

Don't know   [1]
Refused   [2]

Only ask if respondent has been in paid employment in the past five years. Others go to RI56

RH19   THINKING ABOUT YOUR CURRENT/LAST PAID JOB, WHAT IS/WAS THE NAME OR TITLE OF THAT JOB?

RH20   WHAT DOES (DID) THE FIRM/ORGANISATION THAT YOU WORK(ED) FOR MAKE OR DO AT THE PLACE WHERE YOU WORK(ED)? DESCRIBE FULLY - PROBE FOR MANUFACTURING OR PROCESSING OR DISTRIBUTING ETC AND MAIN GOOD PRODUCING, MATERIALS USED, WHOLESALER OR RETAIL ETC.

RH21   WHAT DO/DID YOU MAINLY DO IN YOUR JOB?

RH22   ARE/WERE YOU WORKING AS AN EMPLOYEE OR WERE YOU SELF-EMPLOYED?

Employee   [1]
Self-employed   [2]

RH23   DO/DID YOU SUPERVISE ANY OTHER EMPLOYEES (A SUPERVISOR OR FOREMAN IS RESPONSIBLE FOR OVERSEEING THE WORK OF OTHER EMPLOYEES ON A DAY TO DAY BASIS)?

Yes   [1]
No   [2]

RH24   HOW MANY EMPLOYEES OF YOUR FIRM/ORGANISATION ARE/WERE THERE AT THE PLACE WHERE YOU ACTUALLY WORK/WORKED?

1 - 24   [1]
25-499   [2]
25 or more   [3]

Ask only the self-employed (coded 2 at RH22) otherwise skip to RH27

RH25   ARE/WERE YOU WORKING ON YOUR OWN OR DO/DID YOU HAVE EMPLOYEES?

On own/with partners but no employees   [1]
With employees   [2]

RH26   HOW MANY EMPLOYEES ARE/WERE THERE AT THE PLACE WHERE YOU WORK(ED)?

1 - 24   [1]
25 - 499   [2]
25 or more   [3]

RH27   IN YOUR (MAIN) JOB ARE/WERE YOU WORKING...

Full time   [1]
Part time   [2]

RH28   AND IS/WAS THAT JOB PERMANENT OR TEMPORARY
(temporary means fixed-term contract or seasonal)

Permanent   [1]
Temporary   [2]

RI – RANDOM ADULT INCOME

> Random adult income – These questions are only asked if the random adult is not the same person as the HIH or the spouse of the HIH, from or about whom the information has already been collected.

Ask only if currently working. If self-employed skip to RI17. If not working/retired/other, skip to RI56.

RI1   NOW I'D LIKE TO ASK YOU ABOUT THE PAY YOU GET IN THIS JOB. WHAT IS YOUR USUAL TAKE-HOME PAY, THAT IS AFTER ALL DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Probe for best estimate. Write in to nearest £

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

RI2   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI3   INTERVIEWER PROBE IS THAT EXACT OR AN ESTIMATE?
Interviewer observe: did respondent consult pay slip.

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

RI4   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Take average if varies. Note: only include hours 'on call' if paid for them at 1/3 or more of normal hourly rate

Can't say   [98]

RI5   WHAT IS YOUR USUAL PAY BEFORE ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, AND INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Probe for best estimate. Write in to nearest £

Don't know   [999998]
Refused   [999997]

RI6   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI7   CODE ACCURACY:

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

RI8   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Take average if varies. Note: only include hours 'on call' if paid for them at 1/3 or more of normal hourly rate

Can't say   [98]

RI9   LAST TIME YOU WERE PAID, WHAT WAS YOUR TOTAL TAKE-HOME PAY, THAT IS AFTER ALL DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, BUT INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Probe for best estimate.

Don't know   [999998]
Refused   [999997]

RI10   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI11   CODE ACCURACY

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

RI12   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

RI13   LAST TIME YOU WERE PAID, WHAT WAS YOUR PAY BEFORE ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE, UNION DUES AND SO ON, INCLUDING OVERTIME, BONUSES, COMMISSION OR TIPS?
Write in to nearest £.

Don't know   [999998]
Refused   [999997]

RI14   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI15   CODE ACCURACY

Exact, consulted pay slip   [1]
Exact, did not consult pay slip   [2]
Estimate   [3]

RI16   HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THAT PAY, EXCLUDING MEAL BREAKS BUT INCLUDING PAID OVERTIME?
Note: only include hours 'on call' if paid for them

Can't say   [98]

Ask RI17 if self-employed. Others go to RI56

RI17   ABOUT HOW MUCH AFTER TAX AND OTHER DEDUCTIONS DO YOU TAKE OUT OF THE BUSINESS FOR YOUR OWN USE?
Write in to nearest £. Accept gross if net not possible

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

RI19   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI20   CODE FOR:

Net figure given   [1]
Gross figure given   [2]

RI20   CAN YOU GIVE ME AN ESTIMATE OF HOW MUCH YOU HAVE RECEIVED IN THE LAST YEAR.
Write in to nearest £

No usual pay   [999996]
Don't know   [999998]
Refused   [999997]

RI21   HOW MANY HOURS A WEEK DO YOU USUALLY WORK?

Can't say   [98]

Ask those with more than one job (coded at RH18) otherwise skip to RI56

RI22   THINKING NOW ABOUT ANY OTHER JOBS YOU DO, IN TOTAL WHAT IS YOUR USUAL PAY AFTER ANY DEDUCTIONS FOR TAX, NATIONAL INSURANCE AND SO ON, FOR THESE OTHER JOBS?

Don't know   [999998]
Refused   [999997]

RI23   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI24   CAN YOU TELL ME YOUR USUAL TOTAL NET PAY BEFORE DEDUCTIONS FOR THESE OTHER JOBS?
Write in to nearest £.

Don't know   [999998]
Refused   [999997]

RI25   HOW LONG A PERIOD DOES THAT PAY COVER?

An hour   [1]
A day   [2]
A week   [3]
Fortnight   [4]
4 weeks   [5]
Calendar month   [6]
Year   [7]
Other (please specify)   [8]

RI26   AND, HOW MANY HOURS A WEEK DO YOU USUALLY WORK FOR THIS PAY?

Can't say   [98]

Ask all RI56

RI56   I'D LIKE TO TALK ABOUT INCOME FROM SOURCES OTHER THAN WORK. ARE YOU RECEIVING ANY OF THE BENEFITS LISTED ON THESE TWO CARDS?

Yes   [1]
No   [2]

If no (2) at RI56, skip to RI67. Otherwise continue

RI57   WHICH OF THESE ARE YOU RECEIVING? ANY OTHERS? (RI57A - RA57M)

Income Support	[1]
Working Families Tax Credit (FC)	[2]
Working Tax Credit	[3]
Child Tax Credit	[4]
Job Seekers Allowance – Income based	[5]
Job Seekers Allowance – Contribution based	[6]
Housing Benefit	[7]
Council Tax Benefit	[8]
Child Benefit	[9]
Maternity Allowance	[10]
State Retirement Pension	[11]
Pension Credit	[12]
Statutory Maternity Pay	[13]
Some other state benefit (please specify)	[14]
None	[16]

If RI57 is coded 2 continue. Others go to RI58.

RI57B   DO YOU CLAIM THE 'CHILDCARE TAX CREDIT COMPONENT OF THE WORKING FAMILIES' TAX CREDIT?

Yes	[1]
No	[2]
Don't know	[3]

RI58   AND WHICH OF THESE ARE YOU RECEIVING? ANY OTHERS? (RI58A - RA58M)

Incapacity Benefit (formerly Invalidity Benefit)	[1]
Disabled person's tax credit	[2]
Disability Living Allowance Care Component	[3]
Disability Living Allowance Mobility Component	[4]
Industrial injury/disablement benefit	[5]
Invalid care allowance	[6]
Severe Disablement benefit	[7]
Statutory Sick Pay	[8]
War Disablement benefit	[9]
Disability premium with Income Support/Housing Benefit	[10]
Attendance allowance	[11]
An other benefit for people with disabilities (please specify)	[12]
None	[13]

If no benefits received go to RI67. Otherwise continue.

If RI58 = 4 (DISABILITY LIVING ALLOWANCE MOBILITY) CONTINUE. OTHERS GO TO RI58C.

RI58B   IN WHICH BAND ARE YOU RECEIVING LIVING ALLOWANCE MOBILITY COMPONENT

Higher band	[1]
Middle band	[2]
Lower band	[3]
Don't know	[4]

If RI58 = 3 (DISABILITY LIVING ALLOWANCE CARE) CONTINUE. OTHERS GO TO RI58D.

RI58C   IN WHICH BAND ARE YOU RECEIVING LIVING ALLOWANCE CARE COMPONENT

Higher band	[1]
Middle band	[2]
Lower band	[3]
Don't know	[4]

If RI58 = 11 (ATTENDANCE ALLOWANCE) CONTINUE. OTHERS GO TO RI61

RI58D   IN WHICH BAND ARE YOU RECEIVING ATTENDANCE ALLOWANCE

Higher band	[1]
Middle band	[2]
Lower band	[3]
Don't know	[4]

Ask RI61 to RI66 for each benefit as necessary.

RI61   HOW MUCH DID YOU RECEIVE IN {BENEFIT} LAST TIME YOU RECEIVED IT?

Don't know	[98]
Refused	[97]

RI62   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week	[52]
2 weeks	[26]
3 weeks	[17]
4 weeks	[13]
1 month	[12]
2 months	[6]
3 months	[4]
6 months	[2]
1 year	[1]
Other	[99]
Don't know	[98]

RI63   HOW MUCH DID YOU RECEIVE IN {BENEFIT} LAST TIME YOU RECEIVED IT?

Don't know	[98]
Refused	[97]

RI64   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week	[52]
2 weeks	[26]
3 weeks	[17]
4 weeks	[13]
1 month	[12]
2 months	[6]
3 months	[4]
6 months	[2]
1 year	[1]
Other	[99]
Don't know	[98]

RI65   YOU HAVE SAID THAT YOU ARE NOT SURE HOW MUCH YOU RECEIVED IN ONE OR MORE OF THE BENEFITS. ADDING ALL OF THE BENEFITS ON THESE TWO CARDS TOGETHER, HOW MUCH DID YOU RECEIVE IN TOTAL LAST TIME YOU RECEIVED YOUR BENEFITS?
If both respondent and partner receive, add two together. Enter to nearest £

Don't know	[98]
Refused	[97]

RI66   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week	[52]
2 weeks	[26]
3 weeks	[17]
4 weeks	[13]
1 month	[12]
2 months	[6]
3 months	[4]
6 months	[2]
1 year	[1]
Other	[99]

Ask all RI67

RI67   DO YOU RECEIVE ANY OTHER REGULAR
INCOME OR PAYMENT FROM ANY SOURCES ON
THIS CARD?

Yes   [1]
No   [2]
Don't know   [3]
Refused   [4]

**Ask RI68 if receive any other income (coded yes (1) at RI67)
otherwise skip to add3**

RI68   FROM WHICH OF THESE SOURCES? WHICH
OTHERS? (RI68A YO RI68J)
Code all that apply

Occupational/employer (non-state) pension(s)   [1]
Benefit from annuity, trust or covenant   [2]
Maintenance payments   [3]
Rent from property or subletting, including boarders   [4]
Dig money from other household members   [5]
Benefit from accident/sickness scheme etc   [6]
Investment income e.g. Dividends interest/interest
  from savings   [7]
Student grant   [8]
Student loan   [9]
Regular non-work income, from any other
  organisation (please specify)   [10]

**Ask RI70 to RI71 for each additional income source as
necessary.**

RI70   HOW MUCH DID YOU RECEIVE IN {INC} LAST
TIME YOU RECEIVED IT?

Don't know   [98]
Refused   [97]

RI71   WHAT PERIOD DID THAT COVER?
Code in grid below. Probe for best estimate.

1 week   [52]
2 weeks   [26]
3 weeks   [17]
4 weeks   [13]
1 month   [12]
2 months   [6]
3 months   [4]
6 months   [2]
1 year   [1]
Other   [99]
Don't know   [98]

 RANDOM ADULT PERMISSION TO BE RECONTACTED.

Consent given   [1]
Consent refused   [2]

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Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
uniqid	1999/2000	Survey administration	Unique identifier	Original	Household		February 1999		
dateint	1999/2000	Survey administration	Date of interview	Original	Household		February 1999		
dyear	1999/2000	Survey administration	Data year - survey script used	Derived	Household		February 1999		
la_wt	1999/2000	Survey administration	Local authority weight	Derived	Household		February 1999		
rand_ok	1999/2000	Survey administration	Complete interview with random adult	Derived	Random adult		February 1999		
ind_wt	1999/2000	Survey administration	Individual weight	Derived	Random adult		February 1999		
kid_ok	1999/2000	Survey administration	Whether there is a valid random schoolchild	Derived	Random schoolchild		February 1999		
kid_wt	1999/2000	Survey administration	Random schoolchild weight	Derived	Random schoolchild		February 1999		
rankidwt	2003/2004	Survey administration	Random child weight	Derived	Random child		April 2003		
month	1999/2000	Survey administration	Month of interview	Original	Household		February 1999		
year	1999/2000	Survey administration	Year of interview	Original	Household		February 1999		
agerank	1999/2000	Demographics	Age of the random schoolchild	Derived	Random schoolchild	kid_wt	February 1999		
agerband	1999/2000	Demographics	Banded age of random adult	Derived	Random adult	ind_wt	February 1999		
couple	1999/2000	Demographics	Whether married or cohabiting couple	Derived	Household	la_wt	February 1999		
depkid	1999/2000	Demographics	Number of dependent children in household	Derived	Household	la_wt	February 1999		
econact	1999/2000	Demographics	Random adult economic activity compatible with Census	Derived	Random adult	la_wt	February 1999		
ethnichh	1999/2000	Demographics	Wholly white, minority ethnic or mixed households	Derived	Household	la_wt	February 1999		
family	1999/2000	Demographics	Children in different family types	Derived	Household	la_wt	February 1999		
famtype	1999/2000	Demographics	Family type	Derived	Household	la_wt	February 1999		
generate	1999/2000	Demographics	Generations in household - as related to HIH	Derived	Household	la_wt	February 1999		
hhtype	1999/2000	Demographics	Household type	Derived	Household	la_wt	February 1999		
hhwork	1999/2000	Demographics	Household working status	Derived	Household	la_wt	February 1999		
hih_eth1	2001/2002	Demographics	Ethnic group of HIH	Original	Household	la_wt	January 2001	December 2002	
hih_stat	1999/2000	Demographics	Marital status of the HIH	Derived	Household	la_wt	February 1999		
hihage	1999/2000	Demographics	Age of highest income householder	Derived	Household	la_wt	February 1999		
hihagebd	1999/2000	Demographics	Banded age of HIH	Derived	Household	la_wt	February 1999		
hihecon	1999/2000	Demographics	HIH economic status	Derived	Household	la_wt	February 1999		
hihsex	1999/2000	Demographics	Sex of HIH	Derived	Household	la_wt	February 1999		
kidage	1999/2000	Demographics	Banded age of random schoolchild	Derived	Random schoolchild	kid_wt	February 1999		
kidsex	1999/2000	Demographics	Sex of the random schoolchild	Derived	Random schoolchild	kid_wt	February 1999		
la	1999/2000	Demographics	Local authority identifier	Original	Household	la_wt	February 1999		
md04dec	2003/2004	Demographics	SIMD deciles	External			April 2003		
MD04PC15	2003/2004	Demographics	SIMD - most deprived 15%	External			April 2003		
MD04QUIN	2003/2004	Demographics	SIMD quintiles	External			April 2003		
mos00_47	1999/2000	Demographics	Mosaic types	External	Household	la_wt	January 2000		Mosaic classification changed
mosaic00	1999/2000	Demographics	Mosaic groups (10)	External	Household	la_wt	January 2000		Mosaic classification changed
newrural	1999/2000	Demographics	Revised (8 class) rural/urban indicator	External	Household	la_wt	February 1999		
numbhh	1999/2000	Demographics	How many people are there in your household, including any children or babies?	Original	Household	la_wt	February 1999		
numgen	1999/2000	Demographics	Number of generations in household	Derived	Household	la_wt	February 1999		
randage	1999/2000	Demographics	Age of random adult	Derived	Random adult	ind_wt	February 1999		
randecon	1999/2000	Demographics	Random adult economic status	Derived	Random adult	ind_wt	February 1999		
randeth1	2001/2002	Demographics	Ethnic group of random adult	Derived	Random adult	ind_wt	36892	December 2002	
randsex	1999/2000	Demographics	Sex of random adult	Derived	Random adult	ind_wt	February 1999		
rurfroz6	2003/2004	Demographics	Frozen 6-fold urban/rural classification using 2003 settlement file	External			April 2003		
rurfroz8	2003/2004	Demographics	Frozen 8-fold urban/rural classification using 2003 settlement file	External			April 2003		
samesex	1999/2000	Demographics	Whether couple of same or opposite sex	Derived	Household	la_wt	February 1999		
shs_6cla	1999/2000	Demographics	Urban/rural classification	Derived	Household	la_wt	February 1999		
sip	1999/2000	Demographics	SIP area of respondent	Derived	Household	la_wt	February 1999		
sp_eth1	2001/2002	Demographics	Ethnic group of HIH spouse	Derived	Household	la_wt	January 2001	December 2002	
sp_stat	1999/2000	Demographics	Marital status of the HIH's spouse	Derived	Household	la_wt	February 1999		
spage	1999/2000	Demographics	Age of HIH spouse/partner	Derived	Household	la_wt	February 1999		
spagebd	1999/2000	Demographics	Banded age of HIH spouse/partner	Derived	Household	la_wt	February 1999		
spsex	1999/2000	Demographics	Sex of HIH spouse	Derived	Household	la_wt	February 1999		
totads	1999/2000	Demographics	Number of adults	Derived	Household	la_wt	February 1999		
totkids	1999/2000	Demographics	Total number of children in household	Derived	Household	la_wt	February 1999		
ykid	1999/2000	Demographics	Age of the youngest child	Derived	Household	la_wt	February 1999		
rb4ba	1999/2000	Community involvement	Went to visit relatives	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bb	1999/2000	Community involvement	Went out with relatives	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bc	1999/2000	Community involvement	Had relatives round	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bd	1999/2000	Community involvement	Spoke to relatives on the phone	Original	Random adult	ind_wt	January 2000	December 2002	
rb4be	1999/2000	Community involvement	Went out with friends	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bf	1999/2000	Community involvement	Went out with friends	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bg	1999/2000	Community involvement	Had friends round	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bh	1999/2000	Community involvement	Spoke to friends on the phone	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bi	1999/2000	Community involvement	Spoke to neighbours	Original	Random adult	ind_wt	January 2000	December 2002	
rb4bj	1999/2000	Community involvement	None of these	Original	Random adult	ind_wt	January 2000	December 2002	
rb4c2	1999/2000	Community involvement	Overall, how involved do you feel in the local community?	Original	Random adult	ind_wt	January 2000	December 2002	
rf11a	1999/2000	Community involvement	Whether given up time for charity/local groups in past 12 months (Year 2000)	Original	Random adult	ind_wt	January 2000		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rf11b	1999/2000	Community involvement	Is that for one particular club, charity, campaign or organisations, or for more than one?	Original	Random adult	ind_wt	January 2000		
rf12aa2	1999/2000	Community involvement	Working with older people	Original	Random adult	ind_wt	January 2000		
rf12ab2	1999/2000	Community involvement	Working with people with disabilities	Original	Random adult	ind_wt	January 2000		
rf12ac2	1999/2000	Community involvement	Working with vulnerable people (eg. Women's refuge, AIDS charities, foster organisations)	Original	Random adult	ind_wt	January 2000		
rf12ad2	1999/2000	Community involvement	Working in support of the environment	Original	Random adult	ind_wt	January 2000		
rf12ae2	1999/2000	Community involvement	Providing adult education	Original	Random adult	ind_wt	January 2000		
rf12af2	1999/2000	Community involvement	Working in the area of health eg hospices/hospitals/clinics/projects	Original	Random adult	ind_wt	January 2000		
rf12ag2	1999/2000	Community involvement	Providing advice eg Citizens Advice	Original	Random adult	ind_wt	January 2000		
rf12ah2	1999/2000	Community involvement	Working with animals	Original	Random adult	ind_wt	January 2000		
rf12ai2	1999/2000	Community involvement	Political Party	Original	Random adult	ind_wt	January 2000		
rf12aj2	1999/2000	Community involvement	Professional Societies or Associations	Original	Random adult	ind_wt	January 2000		
rf12ak2	1999/2000	Community involvement	Trade Union	Original	Random adult	ind_wt	January 2000		
rf12al2	1999/2000	Community involvement	Another type of organisation/activity	Original	Random adult	ind_wt	January 2000		
rf12ba2	1999/2000	Community involvement	Playgroups or other children's activties	Original	Random adult	ind_wt	January 2000		
rf12bb2	1999/2000	Community involvement	Activities or organisations working with young people	Original	Random adult	ind_wt	January 2000		
rf12bc2	1999/2000	Community involvement	School board	Original	Random adult	ind_wt	January 2000		
rf12bd2	1999/2000	Community involvement	Parent/Teacher Association	Original	Random adult	ind_wt	January 2000		
rf12be2	1999/2000	Community involvement	Community Council	Original	Random adult	ind_wt	January 2000		
rf12bf2	1999/2000	Community involvement	Community safety (Victim Support/Neigbourhood Watch etc)	Original	Random adult	ind_wt	January 2000		
rf12bg2	1999/2000	Community involvement	Church/Religious activities	Original	Random adult	ind_wt	January 2000		
rf12bh2	1999/2000	Community involvement	Residents/tenants groups or organisation	Original	Random adult	ind_wt	January 2000		
rf12bi2	1999/2000	Community involvement	Local economic/employment initiatives (credit unions/food co-ops etc)	Original	Random adult	ind_wt	January 2000		
rf12bj2	1999/2000	Community involvement	Promoting equal opportunities (race/gender/disability etc)	Original	Random adult	ind_wt	January 2000		
rf12bk2	1999/2000	Community involvement	Tackling social inclusion/poverty (member of research panel/ social inclusion Partnership projects etc)	Original	Random adult	ind_wt	January 2000		
rf12bl2	1999/2000	Community involvement	Arts, culture	Original	Random adult	ind_wt	January 2000		
rf12bm2	1999/2000	Community involvement	Sports activities	Original	Random adult	ind_wt	January 2000		
rf12bn2	1999/2000	Community involvement	Other	Original	Random adult	ind_wt	January 2000		
rf12bo2	1999/2000	Community involvement	Local community group	Original	Random adult	ind_wt	January 2000		
rf12bp2	1999/2000	Community involvement	Charity shop	Original	Random adult	ind_wt	January 2000		
rf12bq2	1999/2000	Community involvement	Other charity	Original	Random adult	ind_wt	January 2000		
rf12ca2	1999/2000	Community involvement	Fundraising	Original	Random adult	ind_wt	January 2000		
rf12cb2	1999/2000	Community involvement	Management committee	Original	Random adult	ind_wt	January 2000		
rf12cc2	1999/2000	Community involvement	Provide some kind of service	Original	Random adult	ind_wt	January 2000		
rf12cd2	1999/2000	Community involvement	Help with campaigning	Original	Random adult	ind_wt	January 2000		
rf12ce2	1999/2000	Community involvement	Help with administration	Original	Random adult	ind_wt	January 2000		
rf12cf2	1999/2000	Community involvement	Other	Original	Random adult	ind_wt	January 2000		
rf12d2	1999/2000	Community involvement	Hours of voluntary activity	Original	Random adult	ind_wt	January 2000		
volhours	1999/2000	Community involvement	Banded number of hours spent volunteering	Derived	Random adult	ind_wt	January 2000		
degree	1999/2000	Economic activity	First or higher degree	Derived	Random adult	ind_wt	February 1999		
fredriv	1999/2000	Economic activity	Frequency of random adult driving	Derived	Random adult	ind_wt	February 1999		From April 2003 original variable for RA
h_sic	1999/2000	Economic activity	HIH SIC sector	Derived	Household	la_wt	February 1999		
hsoc	1999/2000	Economic activity	Broad SOC codes for HIH	Derived	Household	la_wt	February 1999		
hclass	1999/2000	Economic activity	HIH social class	Derived	Household	la_wt	February 1999	December 2002	
hseg	1999/2000	Economic activity	HIH SEG	Derived	Household	la_wt	February 1999	December 2002	Replaced by NS-SEC April 2003
h_nssec2	2003/2004	Economic activity	HIH NS-SEC classification	Derived	Household	la_wt	April 2003		Replaced SEG April 2003
hedqual	1999/2000	Economic activity	Highest educational qualification	Derived	Random adult	ind_wt	February 1999		
higher	1999/2000	Economic activity	Highers or equivalent	Derived	Random adult	ind_wt	February 1999		
hihhours	1999/2000	Economic activity	HiH Hours worked	Derived	Household	la_wt	February 1999		
hihhrsbd	1999/2000	Economic activity	HiH Hours worked - banded	Derived	Household	la_wt	February 1999		
lower	1999/2000	Economic activity	O Grade or equivalent	Derived	Random adult	ind_wt	February 1999		
noed	1999/2000	Economic activity	Has any qualifications?	Derived	Random adult	ind_wt	February 1999		
prof	1999/2000	Economic activity	Professional qualifications	Derived	Random adult	ind_wt	February 1999		
r_sic	1999/2000	Economic activity	Random adult SIC sector	Derived	Random adult	ind_wt	February 1999		
rsoc	1999/2000	Economic activity	Broad SOC codes for random adult	Derived	Random adult	ind_wt	February 1999		
rseg	1999/2000	Economic activity	Random adult SEG	Derived	Random adult	ind_wt	February 1999	December 2002	Replaced by NS-SEC April 2003
r_nssec2	2003/2004	Economic activity	Random adult NS-SEC classification	Derived	Random adult	ind_wt	April 2003		Replaced SEG April 2003
radhours	1999/2000	Economic activity	Random adults hours worked	Derived	Random adult	ind_wt	February 1999		
radhrsbd	1999/2000	Economic activity	Random adults hours worked - banded	Derived	Random adult	ind_wt	February 1999		
rc2a	1999/2000	Economic activity	None	Original	Random adult	ind_wt	February 1999		
rc2b	1999/2000	Economic activity	On-the-job training	Original	Random adult	ind_wt	February 1999		
rc2c	1999/2000	Economic activity	An FE college course	Original	Random adult	ind_wt	February 1999		
rc2d	1999/2000	Economic activity	University based course	Original	Random adult	ind_wt	February 1999		
rc2e	1999/2000	Economic activity	Distance learning/Open University	Original	Random adult	ind_wt	February 1999		
rc2f	1999/2000	Economic activity	School	Original	Random adult	ind_wt	February 1999		
rc2g	1999/2000	Economic activity	Adult Education or evening class	Original	Random adult	ind_wt	February 1999		
rc2h	1999/2000	Economic activity	Other	Original	Random adult	ind_wt	February 1999		
rc4	2001/2002	Economic activity	Likelihood of taking part in learning in next 12 months	Original	Random adult	ind_wt	January 2001		
rd1b	2001/2002	Economic activity	Extent to which respondent works at home	Original	Random adult	ind_wt	January 2002		

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specon	1999/2000	Economic activity	Spouse economic status	Derived	Household	la_wt	February 1999		
train	1999/2000	Economic activity	Involved in training	Derived	Random adult	ind_wt	February 1999		
work_ads	1999/2000	Economic activity	No. of working adults	Derived	Household	la_wt	February 1999		
childcr	1999/2000	Health, caring and childcare	Banded amount paid in childcare	Derived	Household	la_wt	February 1999	March 2003	
difactne	1999/2000	Health, caring and childcare	Find any activities difficult	Derived	Random adult	ind_wt	February 1999		
he2	1999/2000	Health, caring and childcare	Whether anyone outside the household provides childcare	Original	Household	la_wt	February 1999	December 2002	
he2a	2003/2004	Health, caring and childcare	Count - registered childminder	Derived	Household	la_wt	April 2003		
he2b	2003/2004	Health, caring and childcare	Count - nursery or playgroup	Derived	Household	la_wt	April 2003		
he2c	2003/2004	Health, caring and childcare	Count - before school care	Derived	Household	la_wt	April 2003		
he2d	2003/2004	Health, caring and childcare	Count - after school care	Derived	Household	la_wt	April 2003		
he2e	2003/2004	Health, caring and childcare	Count - holiday club/care	Derived	Household	la_wt	April 2003		
he2f	2003/2004	Health, caring and childcare	Count - friend	Derived	Household	la_wt	April 2003		
he2g	2003/2004	Health, caring and childcare	Count - relative or partner	Derived	Household	la_wt	April 2003		
he2h	2003/2004	Health, caring and childcare	Count - other arrangements	Derived	Household	la_wt	April 2003		
he2i	2003/2004	Health, caring and childcare	Count - none	Derived	Household	la_wt	April 2003		
he3a	1999/2000	Health, caring and childcare	Childcare to enable respondent/partner to take part in employment	Original	Household	la_wt	February 1999	December 2002	
he3b	1999/2000	Health, caring and childcare	Childcare to enable respondent/partner to take part in education or training	Original	Household	la_wt	February 1999	December 2002	
he3c	1999/2000	Health, caring and childcare	Childcare used for some other reason	Original	Household	la_wt	February 1999	December 2002	
he3d	1999/2000	Health, caring and childcare	Do not know why used childcare	Original	Household	la_wt	February 1999	December 2002	
he4	1999/2000	Health, caring and childcare	How much paid in childcare	Original	Household	la_wt	February 1999	December 2002	
he4a	2003/2004	Health, caring and childcare	Count - use free nursery place	Derived	Household	la_wt	April 2003		
he4b	2003/2004	Health, caring and childcare	Count - do not use free nursery place	Derived	Household	la_wt	April 2003		
he4c	2003/2004	Health, caring and childcare	Count - don't know	Derived	Household	la_wt	April 2003		
he5ana	2003/2004	Health, caring and childcare	I am satisfied with the quality of the childcare that I use	Original	Random child	rankidwt	April 2003		
he5anb	2003/2004	Health, caring and childcare	It is difficult for me to get to the childcare that I use	Original	Random child	rankidwt	April 2003		
he5anc	2003/2004	Health, caring and childcare	Given my family income, I find it hard to pay for the childcare that I use	Original	Random child	rankidwt	April 2003		
he5and	2003/2004	Health, caring and childcare	The childcare that I use meets the needs of my child	Original	Random child	rankidwt	April 2003		
he5ane	2003/2004	Health, caring and childcare	It was easy to get a place in the childcare I use for my child	Original	Random child	rankidwt	April 2003		
he5anf	2003/2004	Health, caring and childcare	The times of the childcare that is available to me are convenient	Original	Random child	rankidwt	April 2003		
he5ang	2003/2004	Health, caring and childcare	It is difficult to find out what childcare is available around here	Original	Random child	rankidwt	April 2003		
he5na	2003/2004	Health, caring and childcare	Uses childcare for child's development	Original	Random child	rankidwt	April 2003		
he5nb	2003/2004	Health, caring and childcare	Uses childcare to enable self / partner to work	Original	Random child	rankidwt	April 2003		
he5nc	2003/2004	Health, caring and childcare	Uses childcare to enable self / partner to work more	Original	Random child	rankidwt	April 2003		
he5nd	2003/2004	Health, caring and childcare	Uses childcare to improve own / partner's choice of jobs	Original	Random child	rankidwt	April 2003		
he5ne	2003/2004	Health, caring and childcare	Uses childcare to earn more money	Original	Random child	rankidwt	April 2003		
he5nf	2003/2004	Health, caring and childcare	Uses childcare to study / study more	Original	Random child	rankidwt	April 2003		
he5ng	2003/2004	Health, caring and childcare	Uses childcare to give self / partner more time to do other things	Original	Random child	rankidwt	April 2003		
he5nh	2003/2004	Health, caring and childcare	Uses childcare for other reasons	Original	Random child	rankidwt	April 2003		
he5ni	2003/2004	Health, caring and childcare	Health reasons / respite	Original	Random child	rankidwt	April 2003		
oversat	2003/2004	Health, caring and childcare	Overall view of childcare	Derived	Household	la_wt	April 2003		
hf3	1999/2000	Health, caring and childcare	Anyone in household needs regular help or care	Original	Household	la_wt	February 1999	December 2002	
kidcare	2003/2004	Health, caring and childcare	Number of children receiving childcare	Derived	Household	la_wt	April 2003		
dis	2001/2002	Health, caring and childcare	Number of people in household with disability only	Derived	Household	la_wt	January 2001		
llti	1999/2000	Health, caring and childcare	People in household with limiting long-term illness, health problem or disability	Derived	Household	la_wt	February 1999		
lltiaghi	1999/2000	Health, caring and childcare	Age of oldest person with LLTI in household	Derived	Household	la_wt	February 1999		
lltiaglo	1999/2000	Health, caring and childcare	Age of youngest person with LLTI in household	Derived	Household	la_wt	February 1999		
lltibdhi	1999/2000	Health, caring and childcare	Banded age of oldest person with LLTI	Derived	Household	la_wt	February 1999		
lltibdlo	1999/2000	Health, caring and childcare	Banded age of youngest person with LLTI	Derived	Household	la_wt	February 1999		
lti	2001/2002	Health, caring and childcare	Number of people in household with long-term illness only	Derived	Household	la_wt	January 2001		
ltidis	2001/2002	Health, caring and childcare	Number of people in household with long-term illness AND disability	Derived	Household	la_wt	January 2001		
ncare2	1999/2000	Health, caring and childcare	Who provides care to the household	Derived	Household	la_wt	February 1999		
ncarees	1999/2000	Health, caring and childcare	Number of people in household receiving care	Derived	Household	la_wt	February 1999		
ncarers	1999/2000	Health, caring and childcare	Number of people in household that provide care to a household member	Derived	Household	la_wt	February 1999		
ncarers2	1999/2000	Health, caring and childcare	Whether care is provided by non-members of the household	Derived	Household	la_wt	February 1999		
ndifactb	1999/2000	Health, caring and childcare	Banded number of activities found difficult	Derived	Random adult	ind_wt	February 1999		
ndiffact	1999/2000	Health, caring and childcare	Number of activities found difficult	Derived	Random adult	ind_wt	February 1999		
rg1	1999/2000	Health, caring and childcare	State of respondents health over past 12 months	Original	Random adult	ind_wt	February 1999	December 2002	
rg10a	1999/2000	Health, caring and childcare	A wheelchair	Original	Random adult	ind_wt	February 1999		
rg10b	1999/2000	Health, caring and childcare	Walking stick/crutches	Original	Random adult	ind_wt	February 1999		
rg10c	1999/2000	Health, caring and childcare	Walking/zimmer frame	Original	Random adult	ind_wt	February 1999		
rg10d	1999/2000	Health, caring and childcare	Trolley	Original	Random adult	ind_wt	February 1999		
rg10e	1999/2000	Health, caring and childcare	Bed poles or ladders	Original	Random adult	ind_wt	February 1999		
rg10f	1999/2000	Health, caring and childcare	Ramps	Original	Random adult	ind_wt	February 1999		
rg10g	1999/2000	Health, caring and childcare	Artificial limbs	Original	Random adult	ind_wt	February 1999		
rg10h	1999/2000	Health, caring and childcare	Handrail	Original	Random adult	ind_wt	February 1999		
rg10i	1999/2000	Health, caring and childcare	Stairlift	Original	Random adult	ind_wt	February 1999		
rg10j	1999/2000	Health, caring and childcare	Hoists	Original	Random adult	ind_wt	February 1999		
rg10k	1999/2000	Health, caring and childcare	Special Utensils	Original	Random adult	ind_wt	February 1999		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rg10l	1999/2000	Health, caring and childcare	Pick-up aid	Original	Random adult	ind_wt	February 1999		
rg10m	1999/2000	Health, caring and childcare	Dressing aid	Original	Random adult	ind_wt	February 1999		
rg10n	1999/2000	Health, caring and childcare	Bath/shower seat	Original	Random adult	ind_wt	February 1999		
rg10o	1999/2000	Health, caring and childcare	Bath lift	Original	Random adult	ind_wt	February 1999		
rg10p	1999/2000	Health, caring and childcare	Adapted toilet seat	Original	Random adult	ind_wt	February 1999		
rg10q	1999/2000	Health, caring and childcare	Hearing aid	Original	Random adult	ind_wt	February 1999		
rg10r	1999/2000	Health, caring and childcare	Other	Original	Random adult	ind_wt	February 1999		
rg10s	1999/2000	Health, caring and childcare	No aids or adaptations	Original	Random adult	ind_wt	February 1999		
rg10t	1999/2000	Health, caring and childcare	Shower/walk-in bath	Original	Random adult	ind_wt	February 1999		
rg10u	1999/2000	Health, caring and childcare	Downstairs toilet	Original	Random adult	ind_wt	February 1999		
rg10v	1999/2000	Health, caring and childcare	Adapted chair/stool	Original	Random adult	ind_wt	February 1999		
rg10x	1999/2000	Health, caring and childcare	Community alarm/emergency phone	Original	Random adult	ind_wt	February 1999		
rg10y	1999/2000	Health, caring and childcare	Deaf facilities	Original	Random adult	ind_wt	February 1999		
rg10z	1999/2000	Health, caring and childcare	Mobility scooter	Original	Random adult	ind_wt	February 1999		
rg10aa	1999/2000	Health, caring and childcare	Aids for blind	Original	Random adult	ind_wt	February 1999		
rg10ab	1999/2000	Health, caring and childcare	Adapted sockets, taps etc.	Original	Random adult	ind_wt	February 1999		
rg11	1999/2000	Health, caring and childcare	Do you have a home help at the moment?	Original	Random adult	ind_wt	February 1999		
rg12a	1999/2000	Health, caring and childcare	Home help from LA	Original	Random adult	ind_wt	February 1999		
rg12b	1999/2000	Health, caring and childcare	Home help paid privately	Original	Random adult	ind_wt	February 1999		
rg12c	1999/2000	Health, caring and childcare	Other home help	Original	Random adult	ind_wt	February 1999		
rg12d	1999/2000	Health, caring and childcare	Don't know about home help	Original	Random adult	ind_wt	February 1999		
rg13	1999/2000	Health, caring and childcare	How satisfied or dissatisfied are you with the help,service you receive from the Local council,social work departme	Original	Random adult	ind_wt	February 1999		
rg14	1999/2000	Health, caring and childcare	How satisfied or dissatisfied are you with the privately provided help,service you receive?	Original	Random adult	ind_wt	February 1999		
rg15	1999/2000	Health, caring and childcare	Do you provide any regular help or care for any sick, disabled or elderly person not living with you?	Original	Random adult	ind_wt	February 1999		
rg16_1	1999/2000	Health, caring and childcare	Who is it that you provide regular help or care for? (1st dependent)	Original	Random adult	ind_wt	February 1999		
rg16_2	1999/2000	Health, caring and childcare	Who is it that you provide regular help or care for? (2nd dependent)	Original	Random adult	ind_wt	February 1999		
rg17	1999/2000	Health, caring and childcare	In total, how many hours do you spend each week do you provide help or care for (him,her,them)?	Original	Random adult	ind_wt	February 1999		
rg18	1999/2000	Health, caring and childcare	Does looking after or caring for (this person,these people) prevent you from doing paid work, or as much paid work	Original	Random adult	ind_wt	February 1999		
rg19	1999/2000	Health, caring and childcare	Do you smoke cigarettes nowadays?	Original	Random adult	ind_wt	February 1999		
rg2	1999/2000	Health, caring and childcare	Whether respondent is registered with a GP or health centre	Original	Random adult	ind_wt	February 1999	December 2002	
rg20	1999/2000	Health, caring and childcare	Number of cigarettes smoked each day	Original	Random adult	ind_wt	February 1999		
rg20band	1999/2000	Health, caring and childcare	Banded cigarettes smoked per day	Derived	Random adult	ind_wt	February 1999		
rg3	1999/2000	Health, caring and childcare	Number of times respondent has seen GP or family doctor about their own health in past 12 months	Original	Random adult	ind_wt	February 1999	December 2002	
rg4	1999/2000	Health, caring and childcare	Satisfaction with last visit to GP/Family Doctor	Original	Random adult	ind_wt	February 1999	December 2002	
rg5	1999/2000	Health, caring and childcare	Whether respondent has any longstanding illness or disability	Original	Random adult	ind_wt	February 1999	December 2002	
rg6a	1999/2000	Health, caring and childcare	Difficulty with housework	Original	Random adult	ind_wt	February 1999		
rg6b	1999/2000	Health, caring and childcare	Difficulty climbing stairs	Original	Random adult	ind_wt	February 1999		
rg6c	1999/2000	Health, caring and childcare	Difficulty dressing	Original	Random adult	ind_wt	February 1999		
rg6d	1999/2000	Health, caring and childcare	Difficulty walking for 10 minutes	Original	Random adult	ind_wt	February 1999		
rg6e	1999/2000	Health, caring and childcare	Difficulty washing	Original	Random adult	ind_wt	February 1999		
rg6f	1999/2000	Health, caring and childcare	Difficulty standing for 10 minutes	Original	Random adult	ind_wt	February 1999		
rg6g	1999/2000	Health, caring and childcare	Difficulty using a bus	Original	Random adult	ind_wt	February 1999		
rg6h	1999/2000	Health, caring and childcare	Difficulty using a taxi	Original	Random adult	ind_wt	February 1999		
rg6i	1999/2000	Health, caring and childcare	Difficulty using a train	Original	Random adult	ind_wt	February 1999		
rg6j	1999/2000	Health, caring and childcare	Difficulty using a car	Original	Random adult	ind_wt	February 1999		
rg6k	1999/2000	Health, caring and childcare	Difficulty preparing main meals	Original	Random adult	ind_wt	February 1999		
rg6l	1999/2000	Health, caring and childcare	Difficulty using a telephone	Original	Random adult	ind_wt	February 1999		
rg6m	1999/2000	Health, caring and childcare	None of these difficulties	Original	Random adult	ind_wt	February 1999		
rg7	1999/2000	Health, caring and childcare	Whether respondent currently has adaptations/equipment to help them	Original	Random adult	ind_wt	February 1999		
rg8a	1999/2000	Health, caring and childcare	Have wheelchair	Original	Random adult	ind_wt	February 1999		
rg8b	1999/2000	Health, caring and childcare	Walking stick/crutches	Original	Random adult	ind_wt	February 1999		
rg8c	1999/2000	Health, caring and childcare	Walking/zimmer frame	Original	Random adult	ind_wt	February 1999		
rg8d	1999/2000	Health, caring and childcare	Trolley	Original	Random adult	ind_wt	February 1999		
rg8e	1999/2000	Health, caring and childcare	Bed poles or ladders	Original	Random adult	ind_wt	February 1999		
rg8f	1999/2000	Health, caring and childcare	Ramps	Original	Random adult	ind_wt	February 1999		
rg8g	1999/2000	Health, caring and childcare	Artificial limbs	Original	Random adult	ind_wt	February 1999		
rg8h	1999/2000	Health, caring and childcare	Handrail	Original	Random adult	ind_wt	February 1999		
rg8i	1999/2000	Health, caring and childcare	Stairlift	Original	Random adult	ind_wt	February 1999		
rg8j	1999/2000	Health, caring and childcare	Hoists	Original	Random adult	ind_wt	February 1999		
rg8k	1999/2000	Health, caring and childcare	Special Utensils	Original	Random adult	ind_wt	February 1999		
rg8l	1999/2000	Health, caring and childcare	Pick-up aid	Original	Random adult	ind_wt	February 1999		
rg8m	1999/2000	Health, caring and childcare	Dressing aid	Original	Random adult	ind_wt	February 1999		
rg8n	1999/2000	Health, caring and childcare	Bath/shower seat	Original	Random adult	ind_wt	February 1999		
rg8o	1999/2000	Health, caring and childcare	Bath lift	Original	Random adult	ind_wt	February 1999		
rg8p	1999/2000	Health, caring and childcare	Adapted toilet seat	Original	Random adult	ind_wt	February 1999		
rg8q	1999/2000	Health, caring and childcare	Hearing aid	Original	Random adult	ind_wt	February 1999		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rg8r	1999/2000	Health, caring and childcare	Other	Original	Random adult	ind_wt	February 1999		
rg8s	1999/2000	Health, caring and childcare	No aids or adaptations	Original	Random adult	ind_wt	February 1999		
rg8t	1999/2000	Health, caring and childcare	Shower/walk-in bath	Original	Random adult	ind_wt	February 1999		
rg8u	1999/2000	Health, caring and childcare	Downstairs toilet	Original	Random adult	ind_wt	February 1999		
rg8v	1999/2000	Health, caring and childcare	Adapted chair/stool	Original	Random adult	ind_wt	February 1999		
rg8x	1999/2000	Health, caring and childcare	Community alarm/emergency phone	Original	Random adult	ind_wt	February 1999		
rg8y	1999/2000	Health, caring and childcare	Deaf facilities	Original	Random adult	ind_wt	February 1999		
rg8z	1999/2000	Health, caring and childcare	Mobility scooter	Original	Random adult	ind_wt	February 1999		
rg8aa	1999/2000	Health, caring and childcare	Aids for blind	Original	Random adult	ind_wt	February 1999		
rg8ab	1999/2000	Health, caring and childcare	Adapted sockets, taps etc.	Original	Random adult	ind_wt	February 1999		
rg9	1999/2000	Health, caring and childcare	Adaptations or equipment that respondent does not have that would help	Original	Random adult	ind_wt	February 1999		
annetinc	1999/2000	Household resources	Annual net income	Derived	Household	la_wt	February 1999		
bandinc	1999/2000	Household resources	Banded net annual income	Derived	Household	la_wt	February 1999		
hc5c	1999/2000	Household resources	Whether household has a telephone	Original	Household	la_wt	February 1999	December 2002	
hc5d	1999/2000	Household resources	Whether household has a computer/PC	Original	Household	la_wt	February 1999	December 2002	
hc6	2001/2002	Household resources	Whether can access the internet from home	Original	Household	la_wt	June 2002		Reinstated also in 1999/2000 data
hc7ba	2003/2004	Household resources	Personal computer	Original	Household	la_wt	April 2003		
hc7bb	2003/2004	Household resources	Laptop computer	Original	Household	la_wt	April 2003		
hc7bc	2003/2004	Household resources	WAP/mobile phone	Original	Household	la_wt	April 2003		
hc7bd	2003/2004	Household resources	Television	Original	Household	la_wt	April 2003		
hc7be	2003/2004	Household resources	A games console	Original	Household	la_wt	April 2003		
hc7bf	2003/2004	Household resources	Digital/electronic personal organiser/palm-top computer	Original	Household	la_wt	April 2003		
hc7bg	2003/2004	Household resources	Combination of mobile phone/electronic organiser	Original	Household	la_wt	April 2003		
hc7bh	2003/2004	Household resources	Other	Original	Household	la_wt	April 2003		
hc7c	2003/2004	Household resources	Household has access to the World Wide Web?	Original	Household	la_wt	April 2003		
hi1	1999/2000	Household resources	Whether respondent or partner has a bank or building society account	Original	Household	la_wt	February 1999		
hi1a	2001/2002	Household resources	Respondent or partner has bank account	Original	Household	la_wt	January 2002		
hi1b	2001/2002	Household resources	Respondent or partner has building society account	Original	Household	la_wt	January 2002		
hi1c	2001/2002	Household resources	Respondent or partner has credit union account	Original	Household	la_wt	January 2002		
hi1d	2001/2002	Household resources	Respondent or partner has none of these	Original	Household	la_wt	January 2002		
hi1e	2001/2002	Household resources	Refused	Original	Household	la_wt	January 2002		
hi2	1999/2000	Household resources	Whether respondent or partner has any savings or investments	Original	Household	la_wt	February 1999		
hi3	1999/2000	Household resources	Amount of savings and investments	Original	Household	la_wt	February 1999		
hj2	1999/2000	Household resources	Monthly payments for mortgage including any endowments	Original	Household	la_wt	February 1999		
hj2n	1999/2000	Household resources	Total outstanding on mortgage	Original	Household	la_wt	February 1999		
hj4	1999/2000	Household resources	Period covered by total rent	Original	Household	la_wt	February 1999		
hj5	1999/2000	Household resources	Amount actually paid in rent after Housing benefit is deducted	Original	Household	la_wt	February 1999		
hj3	1999/2000	Household resources	Total amount of rent before any Housing benefit is deducted	Original	Household	la_wt	February 1999		
hj6	1999/2000	Household resources	Period covered by actual rent payment	Original	Household	la_wt	February 1999		
insure	1999/2000	Household resources	Insurance cover	Derived	Household	la_wt	February 1999		
hk2	1999/2000	Household resources	How the household is managing financially these days	Original	Household	la_wt	February 1999		
incband	1999/2000	Household resources	Banded net annual income - with under £6000 split	Derived	Household	la_wt	February 1999		
incsum	1999/2000	Household resources	Summary of Total income	Derived	Household	la_wt	February 1999		
internet	2001/2002	Household resources	Household has access to internet	Derived	Household	la_wt	January 2001		
rc5	2001/2002	Household resources	Time spent using internet each week	Original	Random adult	ind_wt	January 2001		
rc6a	2001/2002	Household resources	Accesses internet using a personal computer	Original	Random adult	ind_wt	January 2001		
rc6b	2001/2002	Household resources	Accesses internet using a laptop computer	Original	Random adult	ind_wt	January 2001		
rc6c	2001/2002	Household resources	Accesses internet using a WAP/mobile phone	Original	Random adult	ind_wt	January 2001		
rc6d	2001/2002	Household resources	Accesses internet using a television	Original	Random adult	ind_wt	January 2001		
rc6e	2001/2002	Household resources	Accesses internet using a games console	Original	Random adult	ind_wt	January 2001		
rc6f	2001/2002	Household resources	Accesses internet using a PDA	Original	Random adult	ind_wt	January 2001		
rc6g	2001/2002	Household resources	Accesses internet using a combination mobile/PDA	Original	Random adult	ind_wt	January 2001		
rc6h	2001/2002	Household resources	Accesses internet using a other method	Original	Random adult	ind_wt	January 2001		
rc7a	2001/2002	Household resources	Uses the internet for Buying or ordering tickets and services	Original	Random adult	ind_wt	January 2001		
rc7b	2001/2002	Household resources	Uses the internet for Finding information about goods/services	Original	Random adult	ind_wt	January 2001		
rc7b2	2001/2002	Household resources	Whether household has a broadband internet connection	Original	Random adult	ind_wt	January 2002		
rc7c	2001/2002	Household resources	Uses the internet for Finding information related to education	Original	Random adult	ind_wt	January 2001		
rc7d	2001/2002	Household resources	Uses the internet for General browsing or surfing	Original	Random adult	ind_wt	January 2001		
rc7e	2001/2002	Household resources	Uses the internet for Grocery shopping	Original	Random adult	ind_wt	January 2001		
rc7f	2001/2002	Household resources	Uses the internet for Looking for work	Original	Random adult	ind_wt	January 2001		
rc7g	2001/2002	Household resources	Uses the internet for Non-Grocery shopping	Original	Random adult	ind_wt	January 2001		
rc7h	2001/2002	Household resources	Uses the internet for On-line learning.	Original	Random adult	ind_wt	January 2001		
rc7i	2001/2002	Household resources	Uses the internet for Paying Rent	Original	Random adult	ind_wt	January 2001		
rc7j	2001/2002	Household resources	Uses the internet for Personal banking/financial/investment activities	Original	Random adult	ind_wt	January 2001		
rc7k	2001/2002	Household resources	Uses the internet for Playing or downloading games	Original	Random adult	ind_wt	January 2001		
rc7l	2001/2002	Household resources	Uses the internet for Playing or downloading music	Original	Random adult	ind_wt	January 2001		
rc7m	2001/2002	Household resources	Uses the internet for Using chat rooms or sites	Original	Random adult	ind_wt	January 2001		
rc7n	2001/2002	Household resources	Uses the internet for Using e-mail	Original	Random adult	ind_wt	January 2001		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rc7o	2001/2002	Household resources	Uses the internet for Using or accessing government/official sites	Original	Random adult	ind_wt	January 2001		
rc7p	2001/2002	Household resources	Uses the internet for Voting	Original	Random adult	ind_wt	January 2001		
rc7q	2001/2002	Household resources	Uses the internet for None of these	Original	Random adult	ind_wt	January 2001		
rc8a	2001/2002	Household resources	Potential internet use - Buying or ordering tickets and services	Original	Random adult	ind_wt	January 2001		
rc8b	2001/2002	Household resources	Potential internet use - Finding information about goods/services	Original	Random adult	ind_wt	January 2001		
rc8c	2001/2002	Household resources	Potential internet use - Finding information related to education	Original	Random adult	ind_wt	January 2001		
rc8d	2001/2002	Household resources	Potential internet use - General browsing or surfing	Original	Random adult	ind_wt	January 2001		
rc8e	2001/2002	Household resources	Potential internet use - Grocery shopping	Original	Random adult	ind_wt	January 2001		
rc8f	2001/2002	Household resources	Potential internet use - Looking for work	Original	Random adult	ind_wt	January 2001		
rc8g	2001/2002	Household resources	Potential internet use - Non-Grocery shopping	Original	Random adult	ind_wt	January 2001		
rc8h	2001/2002	Household resources	Potential internet use - On-line learning.	Original	Random adult	ind_wt	January 2001		
rc8i	2001/2002	Household resources	Potential internet use - Paying Rent	Original	Random adult	ind_wt	January 2001		
rc8j	2001/2002	Household resources	Potential internet use - Personal banking/financial/investment activities	Original	Random adult	ind_wt	January 2001		
rc8k	2001/2002	Household resources	Potential internet use - Playing or downloading games	Original	Random adult	ind_wt	January 2001		
rc8l	2001/2002	Household resources	Potential internet use - Playing or downloading music	Original	Random adult	ind_wt	January 2001		
rc8m	2001/2002	Household resources	Potential internet use - Using chat rooms or sites	Original	Random adult	ind_wt	January 2001		
rc8n	2001/2002	Household resources	Potential internet use - Using e-mail	Original	Random adult	ind_wt	January 2001		
rc8o	2001/2002	Household resources	Potential internet use - Using or accessing government/official sites	Original	Random adult	ind_wt	January 2001		
rc8p	2001/2002	Household resources	Potential internet use - Voting	Original	Random adult	ind_wt	January 2001		
rc8q	2001/2002	Household resources	Potential internet use - None of these	Original	Random adult	ind_wt	January 2001		
bedstand	1999/2000	Housing	Bedroom standard	Derived	Household	la_wt	February 1999		
flattype	1999/2000	Housing	Whether low rise or high rise flat	Derived	Household	la_wt	February 1999		
hb3b	1999/2000	Housing	Number of floors in building	Original	Household	la_wt	February 1999		
hc1a	1999/2000	Housing	Share any rooms with other households?	Original	Household	la_wt	February 1999		
hc1b	1999/2000	Housing	Yes, kitchen	Original	Household	la_wt	February 1999		
hc1c	1999/2000	Housing	Yes, bathroom	Original	Household	la_wt	February 1999		
hc1d	1999/2000	Housing	Yes, WC	Original	Household	la_wt	February 1999		
hc1e	1999/2000	Housing	Other	Original	Household	la_wt	February 1999		
hc2	1999/2000	Housing	Which rooms are shared	Original	Household	la_wt	February 1999		
hc3	1999/2000	Housing	With how many other households are rooms shared	Original	Household	la_wt	February 1999		
hc4	1999/2000	Housing	Number of bedrooms	Original	Household	la_wt	February 1999		
hc4b	2001/2002	Housing	Whether property has central heating	Original	Household	la_wt	January 2002		
proptype	1999/2000	Housing	Property type	Derived	Household	la_wt	February 1999		
ra10	2001/2002	Housing	Number of periods of homelessness in past five years	Original	Random adult	ind_wt	January 2001	December 2002	
ra10na	2003/2004	Housing	Threatened with homelessness	Original	Random adult	ind_wt	April 2003		
ra10nb	2003/2004	Housing	Actually homeless	Original	Random adult	ind_wt	April 2003		
ra10nc	2003/2004	Housing	Slept rough	Original	Random adult	ind_wt	April 2003		
ra10nd	2003/2004	Housing	Stayed with friends or relatives	Original	Random adult	ind_wt	April 2003		
ra10ne	2003/2004	Housing	Hostel, refuge, B&B	Original	Random adult	ind_wt	April 2003		
ra10nf	2003/2004	Housing	Other insecure accommodation	Original	Random adult	ind_wt	April 2003		
ra10ng	2003/2004	Housing	None of these	Original	Random adult	ind_wt	April 2003		
ra11	2001/2002	Housing	Ever applied to local council because of homelessness	Original	Random adult	ind_wt	January 2001	December 2002	
ra11an	2003/2004	Housing	Tenure prior to homelessness	Original	Random adult	ind_wt	April 2003		
ra11bn	2003/2004	Housing	First permanent accommodation after homelessness	Original	Random adult	ind_wt	April 2003		
ra11ca	2003/2004	Housing	Family	Original	Random adult	ind_wt	April 2003		
ra11cb	2003/2004	Housing	Friends	Original	Random adult	ind_wt	April 2003		
ra11cc	2003/2004	Housing	LA housing/homelessness department	Original	Random adult	ind_wt	April 2003		
ra11cd	2003/2004	Housing	LA social work department	Original	Random adult	ind_wt	April 2003		
ra11ce	2003/2004	Housing	Advice service (voluntary or statutory)	Original	Random adult	ind_wt	April 2003		
ra11cf	2003/2004	Housing	Voluntary/specialist homelessness accommodation or support agency	Original	Random adult	ind_wt	April 2003		
ra11cg	2003/2004	Housing	Healthcare services	Original	Random adult	ind_wt	April 2003		
ra11ch	2003/2004	Housing	Other	Original	Random adult	ind_wt	April 2003		
ra11ci	2003/2004	Housing	None of these	Original	Random adult	ind_wt	April 2003		
ra11da	2003/2004	Housing	Family	Original	Random adult	ind_wt	April 2003		
ra11db	2003/2004	Housing	Friends	Original	Random adult	ind_wt	April 2003		
ra11dc	2003/2004	Housing	LA housing/homelessness department	Original	Random adult	ind_wt	April 2003		
ra11dd	2003/2004	Housing	LA social work department	Original	Random adult	ind_wt	April 2003		
ra11de	2003/2004	Housing	Advice service (voluntary or statutory)	Original	Random adult	ind_wt	April 2003		
ra11df	2003/2004	Housing	Voluntary/specialist homelessness accommodation or support agency	Original	Random adult	ind_wt	April 2003		
ra11dg	2003/2004	Housing	Healthcare services	Original	Random adult	ind_wt	April 2003		
ra11dh	2003/2004	Housing	Other	Original	Random adult	ind_wt	April 2003		
ra11di	2003/2004	Housing	None of these	Original	Random adult	ind_wt	April 2003		
ra11fa	2003/2004	Housing	Not eligible for support	Original	Random adult	ind_wt	April 2003		
ra11fb	2003/2004	Housing	Waiting period for support too long	Original	Random adult	ind_wt	April 2003		
ra11fc	2003/2004	Housing	Support not available (i.e. lack of resources)	Original	Random adult	ind_wt	April 2003		
ra11fd	2003/2004	Housing	Support not available (i.e. unwilling to help)	Original	Random adult	ind_wt	April 2003		
ra11fe	2003/2004	Housing	Available support did not match needs	Original	Random adult	ind_wt	April 2003		
ra11ff	2003/2004	Housing	Other (Write in)	Original	Random adult	ind_wt	April 2003		

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ra11fn	2003/2004	Housing	From what you know, why were you unable to receive help from some of the individuals/agencies you approached	Original	Random adult	ind_wt	April 2003		
ra11na	2003/2004	Housing	Total time threatened with homelessness in past two years	Original	Random adult	ind_wt	April 2003		
ra11nb	2003/2004	Housing	Total time actually homeless in past two years	Original	Random adult	ind_wt	April 2003		
ra11nc	2003/2004	Housing	Total time slept rough in past two years	Original	Random adult	ind_wt	April 2003		
ra11nd	2003/2004	Housing	Total time spent staying with friends or relatives in past two years	Original	Random adult	ind_wt	April 2003		
ra11ne	2003/2004	Housing	Total time in hostel, refuge, B&B in past two years	Original	Random adult	ind_wt	April 2003		
ra11nf	2003/2004	Housing	Total time in other insecure accommodation in past two years	Original	Random adult	ind_wt	April 2003		
ra11ng	2003/2004	Housing	None of these	Original	Random adult	ind_wt	April 2003		
ra12	2001/2002	Housing	Ever had to sleep rough because of homelessness	Original	Random adult	ind_wt	January 2001	December 2002	
ra12a	2001/2002	Housing	Have you ever had to sleep rough because you were homeless	Original	Random adult	ind_wt	January 2001	April 2003	
ra12b	2003/2004	Housing	Anyone living in house/flat because they homeless	Original	Random adult	ind_wt	April 2003		
ra13	2001/2002	Housing	Looking to move out of current household	Original	Random adult	ind_wt	January 2001		
ra14	2001/2002	Housing	How long looking for separate home	Original	Random adult	ind_wt	January 2001		
ra15_1	2001/2002	Housing	Name on waiting list - Council	Original	Random adult	ind_wt	January 2001		
ra15_2	2001/2002	Housing	Name on waiting list - Housing Association	Original	Random adult	ind_wt	January 2001		
ra15_3	2001/2002	Housing	Name on waiting list - Refused answer	Original	Random adult	ind_wt	January 2001		
ra15_4	2001/2002	Housing	Name on waiting list - Don't know	Original	Random adult	ind_wt	January 2001		
ra16	2001/2002	Housing	Looking to rent or buy	Original	Random adult	ind_wt	January 2001		
ra3	1999/2000	Housing	Whether anyone in household previously rented current property	Original	Random adult	ind_wt	February 1999		
ra4	1999/2000	Housing	Who property was previously rented from?	Original	Random adult	ind_wt	February 1999		
ra9	2001/2002	Housing	Ever experienced homelessness	Original	Random adult	ind_wt	January 2001		
ra9b	2003/2004	Housing	Number of times homeless in the past two years	Original	Random adult	ind_wt	April 2003		
re7	1999/2000	Housing	How many days trips taken by bicycle - keeping fit etc.	Original	Random adult	ind_wt	February 1999		
tenure	1999/2000	Housing	Housing tenure	Derived	Household	la_wt	February 1999		
yrsres	1999/2000	Housing	Length of residence	Derived	Random adult	ind_wt	February 1999		
he9	1999/2000	Local council	Satisfaction with schooling	Original	Household	la_wt	February 1999		
rf10a	1999/2000	Local council	Level of agreement with statement Council provides high quality services	Original	Random adult	ind_wt	February 1999	December 2002	
rf10b	1999/2000	Local council	Level of agreement with statement Council does the best it can with money available	Original	Random adult	ind_wt	February 1999	December 2002	
rf10c	1999/2000	Local council	Level of agreement with statement Voting in local elections is important	Original	Random adult	ind_wt	February 1999	December 2002	
rf1a	1999/2000	Local council	Contacted Council about Refuse/bin collection	Original	Random adult	ind_wt	February 1999	December 2002	
rf1b	1999/2000	Local council	Contacted Council about Council Tax	Original	Random adult	ind_wt	February 1999	December 2002	
rf1c	1999/2000	Local council	Contacted Council about Environmental Health	Original	Random adult	ind_wt	February 1999	December 2002	
rf1d	1999/2000	Local council	Contacted Council about Planning	Original	Random adult	ind_wt	February 1999	December 2002	
rf1e	1999/2000	Local council	Contacted Council about Building control	Original	Random adult	ind_wt	February 1999	December 2002	
rf1f	1999/2000	Local council	Contacted Council about Street lighting	Original	Random adult	ind_wt	February 1999	December 2002	
rf1g	1999/2000	Local council	Contacted Council about Street cleaning/dog fouling	Original	Random adult	ind_wt	February 1999	December 2002	
rf1h	1999/2000	Local council	Contacted Council about Road repairs/pot holes	Original	Random adult	ind_wt	February 1999	December 2002	
rf1i	1999/2000	Local council	Contacted Council about Pavements	Original	Random adult	ind_wt	February 1999	December 2002	
rf1j	1999/2000	Local council	Contacted Council about Winter maintenance	Original	Random adult	ind_wt	February 1999	December 2002	
rf1k	1999/2000	Local council	Contacted Council about Trading standards	Original	Random adult	ind_wt	February 1999	December 2002	
rf1l	1999/2000	Local council	Contacted Council about None of these	Original	Random adult	ind_wt	February 1999	December 2002	
rf2a	1999/2000	Local council	Satisfaction with contact re refuse	Original	Random adult	ind_wt	February 1999	December 2002	
rf2b	1999/2000	Local council	Satisfaction with contact re council tax	Original	Random adult	ind_wt	February 1999	December 2002	
rf2c	1999/2000	Local council	Satisfaction with contact re Environmental	Original	Random adult	ind_wt	February 1999	December 2002	
rf2d	1999/2000	Local council	Satisfaction with contact re planning	Original	Random adult	ind_wt	February 1999	December 2002	
rf2e	1999/2000	Local council	Satisfaction with contact re building	Original	Random adult	ind_wt	February 1999	December 2002	
rf2f	1999/2000	Local council	Satisfaction with contact re lighting	Original	Random adult	ind_wt	February 1999	December 2002	
rf2g	1999/2000	Local council	Satisfaction with contact re cleaning	Original	Random adult	ind_wt	February 1999	December 2002	
rf2h	1999/2000	Local council	Satisfaction with contact re road repairs	Original	Random adult	ind_wt	February 1999	December 2002	
rf2i	1999/2000	Local council	Satisfaction with contact re pavements	Original	Random adult	ind_wt	February 1999	December 2002	
rf2j	1999/2000	Local council	Satisfaction with contact re winter maintenance	Original	Random adult	ind_wt	February 1999	December 2002	
rf2k	1999/2000	Local council	Satisfaction with contact re trading standards	Original	Random adult	ind_wt	February 1999	December 2002	
rf5a	1999/2000	Local council	Glass bottles	Original	Random adult	ind_wt	January 2000	December 2002	
rf5b	1999/2000	Local council	Plastic	Original	Random adult	ind_wt	January 2000	December 2002	
rf5c	1999/2000	Local council	Metal cans	Original	Random adult	ind_wt	January 2000	December 2002	
rf5d	1999/2000	Local council	Newspaper/magazine/paper/cardboard	Original	Random adult	ind_wt	January 2000	December 2002	
rf5e	1999/2000	Local council	None of these	Original	Random adult	ind_wt	January 2000	December 2002	
rf6a2	1999/2000	Local council	No facilities available	Original	Random adult	ind_wt	January 2000	December 2002	
rf6b2	1999/2000	Local council	Facilities too far away	Original	Random adult	ind_wt	January 2000	December 2002	
rf6c2	1999/2000	Local council	Don't know where facilities are	Original	Random adult	ind_wt	January 2000	December 2002	
rf6d2	1999/2000	Local council	Cannot transport materials to depot	Original	Random adult	ind_wt	January 2000	December 2002	
rf6e2	1999/2000	Local council	Don't use enough/not worth it	Original	Random adult	ind_wt	January 2000	December 2002	
rf6f2	1999/2000	Local council	Nowhere to store at home	Original	Random adult	ind_wt	January 2000	December 2002	
rf6g2	1999/2000	Local council	Too much mess/bother	Original	Random adult	ind_wt	January 2000	December 2002	
rf6h2	1999/2000	Local council	Not interested/waste of time	Original	Random adult	ind_wt	January 2000	December 2002	
rf6i2	1999/2000	Local council	Normally do - not taken it this month	Original	Random adult	ind_wt	January 2000	December 2002	
rf6j2	1999/2000	Local council	Other	Original	Random adult	ind_wt	January 2000	December 2002	

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rf6k2	1999/2000	Local council	Don't know/never thought about it	Original	Random adult	ind_wt	January 2000	December 2002	
rf6l2	1999/2000	Local council	Don't have time	Original	Random adult	ind_wt	January 2000	December 2002	
rf6m2	1999/2000	Local council	Should be collected / used to be collected	Original	Random adult	ind_wt	January 2000	December 2002	
rf6o2	1999/2000	Local council	Other household member recycles	Original	Random adult	ind_wt	January 2000	December 2002	
rf6p2	1999/2000	Local council	Re-use things	Original	Random adult	ind_wt	January 2000	December 2002	
rf7	1999/2000	Local council	Do you know who your local councillor is?	Original	Random adult	ind_wt	February 1999	December 2002	
rf8	1999/2000	Local council	Have you been in contact with your local councillor in the past 12 months? (eg. with an enquiry, complaint or proble	Original	Random adult	ind_wt	February 1999	December 2002	
rf9	1999/2000	Local council	How satisfied or dissatisfied you were with the way in which your councillor dealt with enquiry	Original	Random adult	ind_wt	February 1999	December 2002	
recycle	2003/2004	Local council	Number of items recycled from glass, plastic, metal cans, paper	Derived	Household	la_wt	April 2003		Previously asked of random adult (RF5)
hc7ea	2003/2004	Local council	Doesn't recycle - No facilities available	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7eb	2003/2004	Local council	Doesn't recycle - Facilities too far away	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ec	2003/2004	Local council	Doesn't recycle - Don't know where facilities are	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ed	2003/2004	Local council	Doesn't recycle - Cannot transport materials to recycling depot	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ee	2003/2004	Local council	Doesn't recycle - Do not use enough/not enough to be worth it	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ef	2003/2004	Local council	Doesn't recycle - Nowhere to store at home	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7eg	2003/2004	Local council	Doesn't recycle - Too much mess/bother	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7eh	2003/2004	Local council	Doesn't recycle - Not interested/waste of time	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ei	2003/2004	Local council	Doesn't recycle - Normally do - not taken it this month	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ej	2003/2004	Local council	Doesn't recycle - Other	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ek	2003/2004	Local council	Doesn't recycle - Don't know/never thought about it	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7el	2003/2004	Local council	Doesn't recycle - No time	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7em	2003/2004	Local council	Doesn't recycle - Should be collected / used to be collected	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7ep	2003/2004	Local council	Doesn't recycle - Re-use things	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7eq	2003/2004	Local council	Doesn't recycle - Health reasons / old age	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
hc7er	2003/2004	Local council	Local services	Original	Household	la_wt	April 2003		Previously asked of random adult (RF6)
rf13a	1999/2000	Local services	Convenience of Post Office	Original	Random adult	ind_wt	February 1999		
rf13b	1999/2000	Local services	Convenience of Bank	Original	Random adult	ind_wt	February 1999		
rf13c	1999/2000	Local services	Convenience of Doctors	Original	Random adult	ind_wt	February 1999		
rf13d	1999/2000	Local services	Convenience of Grocery/Food shop	Original	Random adult	ind_wt	February 1999		
rf13e	1999/2000	Local services	Convenience of Chemists	Original	Random adult	ind_wt	February 1999		
rf13f	1999/2000	Local services	Convenience of Outpatients	Original	Random adult	ind_wt	February 1999		
rf13g	1999/2000	Local services	Convenience of Public Transport	Original	Random adult	ind_wt	February 1999		
rb1	1999/2000	Neighbourhoods	How rates the area as a place to live	Original	Random adult	ind_wt	February 1999		
rb2a	1999/2000	Neighbourhoods	Area well maintained	Original	Random adult	ind_wt	February 1999		
rb2aa	1999/2000	Neighbourhoods	Safe / slow traffic	Original	Random adult	ind_wt	February 1999		
rb2b	1999/2000	Neighbourhoods	Good public transport	Original	Random adult	ind_wt	February 1999		
rb2c	1999/2000	Neighbourhoods	Nicely landscaped/open spaces	Original	Random adult	ind_wt	February 1999		
rb2d	1999/2000	Neighbourhoods	Safe/low crime	Original	Random adult	ind_wt	February 1999		
rb2e	1999/2000	Neighbourhoods	Good outlook/view	Original	Random adult	ind_wt	February 1999		
rb2f	1999/2000	Neighbourhoods	Quiet/peaceful	Original	Random adult	ind_wt	February 1999		
rb2g	1999/2000	Neighbourhoods	Friendly people	Original	Random adult	ind_wt	February 1999		
rb2h	1999/2000	Neighbourhoods	Convenient shop/amenities	Original	Random adult	ind_wt	February 1999		
rb2i	1999/2000	Neighbourhoods	Good local shops	Original	Random adult	ind_wt	February 1999		
rb2j	1999/2000	Neighbourhoods	Good local leisure facilities	Original	Random adult	ind_wt	February 1999		
rb2k	1999/2000	Neighbourhoods	Good local schools	Original	Random adult	ind_wt	February 1999		
rb2l	1999/2000	Neighbourhoods	Good facilities for children	Original	Random adult	ind_wt	February 1999		
rb2m	1999/2000	Neighbourhoods	Good neighbours	Original	Random adult	ind_wt	February 1999		
rb2n	1999/2000	Neighbourhoods	Other	Original	Random adult	ind_wt	February 1999		
rb2o	1999/2000	Neighbourhoods	Nothing	Original	Random adult	ind_wt	February 1999		
rb2p	1999/2000	Neighbourhoods	Accessible or good location	Original	Random adult	ind_wt	February 1999		
rb2q	2001/2002	Neighbourhoods	Like house	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2r	2001/2002	Neighbourhoods	Like area / like living here	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2s	2001/2002	Neighbourhoods	Family / friends here	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2t	2001/2002	Neighbourhoods	Near work	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2u	2001/2002	Neighbourhoods	Community spirit	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2v	2001/2002	Neighbourhoods	Always lived here / been here long time	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2w	2001/2002	Neighbourhoods	No / little traffic	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2x	2001/2002	Neighbourhoods	Safe / slow traffic	Original	Random adult	ind_wt	January 2001		New code from question RB2
rb2y	1999/2000	Neighbourhoods	Affordable housing	Original	Random adult	ind_wt	February 1999		
rb2z	1999/2000	Neighbourhoods	No / little traffic	Original	Random adult	ind_wt	February 1999		
rb3a	1999/2000	Neighbourhoods	Poorly maintained/rundown	Original	Random adult	ind_wt	February 1999		
rb3aa	1999/2000	Neighbourhoods	Fast / speeding traffic	Original	Random adult	ind_wt	February 1999		
rb3ab	1999/2000	Neighbourhoods	Problems with road / pavement maintenance	Original	Random adult	ind_wt	February 1999		
rb3ac	1999/2000	Neighbourhoods	Pollution / smells / problems with industry	Original	Random adult	ind_wt	February 1999		
rb3ad	1999/2000	Neighbourhoods	Inadequate lighting / streetlighting	Original	Random adult	ind_wt	February 1999		
rb3ae	1999/2000	Neighbourhoods	Lack of amenities (doctor, bank post office, etc.)	Original	Random adult	ind_wt	February 1999		
rb3af	1999/2000	Neighbourhoods	No sense of community	Original	Random adult	ind_wt	February 1999		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rb3ag	1999/2000	Neighbourhoods	No jobs/investment, poverty	Original	Random adult	ind_wt	February 1999		
rb3b	1999/2000	Neighbourhoods	Poor public transport	Original	Random adult	ind_wt	February 1999		
rb3c	1999/2000	Neighbourhoods	Poor outlook/view	Original	Random adult	ind_wt	February 1999		
rb3d	1999/2000	Neighbourhoods	Problem with neighbours	Original	Random adult	ind_wt	February 1999		
rb3e	1999/2000	Neighbourhoods	Problems with dogs	Original	Random adult	ind_wt	February 1999		
rb3f	1999/2000	Neighbourhoods	Unsafe/crime	Original	Random adult	ind_wt	February 1999		
rb3g	1999/2000	Neighbourhoods	Poor local shops	Original	Random adult	ind_wt	February 1999		
rb3h	1999/2000	Neighbourhoods	Vandalism	Original	Random adult	ind_wt	February 1999		
rb3i	1999/2000	Neighbourhoods	Poor local leisure facilities	Original	Random adult	ind_wt	February 1999		
rb3j	1999/2000	Neighbourhoods	Drug abuse	Original	Random adult	ind_wt	February 1999		
rb3k	1999/2000	Neighbourhoods	Poor local schools	Original	Random adult	ind_wt	February 1999		
rb3l	1999/2000	Neighbourhoods	Alcohol abuse	Original	Random adult	ind_wt	February 1999		
rb3m	1999/2000	Neighbourhoods	Nowhere for children to play	Original	Random adult	ind_wt	February 1999		
rb3n	1999/2000	Neighbourhoods	Noise	Original	Random adult	ind_wt	February 1999		
rb3o	1999/2000	Neighbourhoods	Young people hanging about/nothing for young people to do	Original	Random adult	ind_wt	February 1999		
rb3p	1999/2000	Neighbourhoods	Parking problems	Original	Random adult	ind_wt	February 1999		
rb3q	1999/2000	Neighbourhoods	Nothing	Original	Random adult	ind_wt	February 1999		
rb3r	1999/2000	Neighbourhoods	Other	Original	Random adult	ind_wt	February 1999		
rb3s	2001/2002	Neighbourhoods	Fast / speeding traffic	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3t	2001/2002	Neighbourhoods	Remoteness / isolation	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3u	2001/2002	Neighbourhoods	Litter / rubbish	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3v	2001/2002	Neighbourhoods	Property / garden in poor condition	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3w	2001/2002	Neighbourhoods	Poor street lighting / problems with lighting	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3x	2001/2002	Neighbourhoods	Too much building / development	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3y	2001/2002	Neighbourhoods	Too expensive / rates / Council tax	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb3z	2001/2002	Neighbourhoods	Not enough / no police	Original	Random adult	ind_wt	January 2001		New code from question RB3
rb4a	1999/2000	Neighbourhoods	Noisy neighbours/loud parties	Original	Random adult	ind_wt	February 1999		
rb4b	1999/2000	Neighbourhoods	Vandalism/ graffiti/ damage to property	Original	Random adult	ind_wt	January 2000		
rb4c	1999/2000	Neighbourhoods	Groups of young people hanging about	Original	Random adult	ind_wt	January 2000		
rb4d	1999/2000	Neighbourhoods	People drinking or using drugs	Original	Random adult	ind_wt	January 2000		
rb4da	1999/2000	Neighbourhoods	Agreements with statement 1 about neighbour involvement	Original	Random adult	ind_wt	February 1999		
rb4db	1999/2000	Neighbourhoods	Agreements with statement 2 about neighbour involvement	Original	Random adult	ind_wt	February 1999		
rb4dc	1999/2000	Neighbourhoods	Agreements with statement 3 about neighbour involvement	Original	Random adult	ind_wt	February 1999		
rb4e	1999/2000	Neighbourhoods	Rubbish or litter hanging around	Original	Random adult	ind_wt	January 2000		
rb4e2	1999/2000	Neighbourhoods	Number of neighbour disputes in past year	Original	Random adult	ind_wt	February 1999		
rb4za	2001/2002	Neighbourhoods	Safety when walking in neighbourhood after dark	Original	Random adult	ind_wt	January 2002		
rb4zb	2001/2002	Neighbourhoods	Safety at home at night	Original	Random adult	ind_wt	January 2002		
rb5	1999/2000	Neighbourhoods	Number of times anyone entered house/flat without permission	Original	Random adult	ind_wt	February 1999	December 2001	
rb6	1999/2000	Neighbourhoods	Month that last break in occurred	Original	Random adult	ind_wt	February 1999	December 2001	
rb7	1999/2000	Neighbourhoods	Number of times motor vehicle stolen in last year	Original	Random adult	ind_wt	February 1999	December 2001	
rb8	1999/2000	Neighbourhoods	Month last vehicle was stolen	Original	Random adult	ind_wt	February 1999	December 2001	
rb8na	2001/2002	Neighbourhoods	Level of concern about - having home broken into	Original	Random adult	ind_wt	January 2002		
rb8nb	2001/2002	Neighbourhoods	Level of concern about - being mugged or robbed	Original	Random adult	ind_wt	January 2002		
rb8nc	2001/2002	Neighbourhoods	Level of concern about - having car stolen	Original	Random adult	ind_wt	January 2002		
rb8nd	2001/2002	Neighbourhoods	Level of concern about - having things stolen from car	Original	Random adult	ind_wt	January 2002		
rb8ne	2001/2002	Neighbourhoods	Level of concern about - being sexually assaulted or raped	Original	Random adult	ind_wt	January 2002		
rb8nf	2001/2002	Neighbourhoods	Level of concern about - being physically attacked in the street	Original	Random adult	ind_wt	January 2002		
rb8ng	2001/2002	Neighbourhoods	Level of concern about - being insulted / pestered in a public place	Original	Random adult	ind_wt	January 2002		
rb8nh	2001/2002	Neighbourhoods	Level of concern about - being attacked because of skin colour / race / religion	Original	Random adult	ind_wt	January 2002		
rb8nx	2001/2002	Neighbourhoods	Extent to which life affected by fear of crime	Original	Random adult	ind_wt	January 2002		
re13	1999/2000	Neighbourhoods	Have you been injured in a road accident in the past year?	Original	Random adult	ind_wt	February 1999	December 2002	
badg_age	1999/2000	Transport	Age of youngest holder of Orange/Blue badge in household	Derived	Household	la_wt	February 1999		
badgband	1999/2000	Transport	Banded age of youngest Orange/Blue badge holder	Derived	Household	la_wt	February 1999		
cardepa	2003/2004	Transport	Use of car for shopping for small amounts of food	Original	Random adult	ind_wt	April 2003		
cardepb	2003/2004	Transport	Use of car for supermarket shopping	Original	Random adult	ind_wt	April 2003		
cardepc	2003/2004	Transport	Use of car for town centre shopping	Original	Random adult	ind_wt	April 2003		
cardepd	2003/2004	Transport	Use of car for leisure evenings out	Original	Random adult	ind_wt	April 2003		
cardepe	2003/2004	Transport	Use of car for visiting friends and relatives	Original	Random adult	ind_wt	April 2003		
cardepf	2003/2004	Transport	Use of car to see GP	Original	Random adult	ind_wt	April 2003		
cardepg	2003/2004	Transport	Use of car to go to library	Original	Random adult	ind_wt	April 2003		
caruse	2003/2004	Transport	Car dependency - how often uses car overall	Derived	Random adult	ind_wt	April 2003		
easyncar	2003/2004	Transport	Car dependency - how easy trips without car are overall	Derived	Random adult	ind_wt	April 2003		
carplana	2003/2004	Transport	Looked at a road map	Original	Random adult	ind_wt	April 2003		
carplanb	2003/2004	Transport	Asked a friend	Original	Random adult	ind_wt	April 2003		
carplanc	2003/2004	Transport	Telephoned the AA or RAC	Original	Random adult	ind_wt	April 2003		
carpland	2003/2004	Transport	Contacted the venue/attraction you are visiting	Original	Random adult	ind_wt	April 2003		
carplane	2003/2004	Transport	Used route planning software or a journey planner on the Internet	Original	Random adult	ind_wt	April 2003		
carplanf	2003/2004	Transport	Used Transport Direct internet portal	Original	Random adult	ind_wt	April 2003		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
carplang	2003/2004	Transport	Checked Teletext/Ceefax for roadworks/congestion	Original	Random adult	ind_wt	April 2003		
carplanh	2003/2004	Transport	Never planned ahead - relied on road signs	Original	Random adult	ind_wt	April 2003		
carplani	2003/2004	Transport	Never go out/housebound	Original	Random adult	ind_wt	April 2003		
carplanj	2003/2004	Transport	None - never go to unfamiliar places	Original	Random adult	ind_wt	April 2003		
carplank	2003/2004	Transport	None - someone else plans the route for me	Original	Random adult	ind_wt	April 2003		
carplanl	2003/2004	Transport	I havent made journeys by car/van, motorcycle or bicycle	Original	Random adult	ind_wt	April 2003		
carplanm	2003/2004	Transport	None - know the route	Original	Random adult	ind_wt	April 2003		
carplann	2003/2004	Transport	Other	Original	Random adult	ind_wt	April 2003		
disbadg	1999/2000	Transport	People with Orange / Blue badge	Derived	Household	la_wt	February 1999	April 2003	
drivfreq	1999/2000	Transport	Number of full licence holders who drive at least 3 times a week	Derived	Household	la_wt	February 1999	April 2003	
drivrare	1999/2000	Transport	Number of full licence holders who drive less than once a month or never	Derived	Household	la_wt	February 1999	April 2003	
dtime_mi	1999/2000	Transport	Drive time (mins) to nearest population centre with population of 10,000	External	Household		February 1999		
flex	2003/2004	Transport	Whether some of working hours spent at home	Original	Random adult	ind_wt	April 2003		
flex1	2003/2004	Transport	Whether works flexi-time	Original	Random adult	ind_wt	April 2003		
flexpc	2003/2004	Transport	Percentage of working hours spent at home	Original	Random adult	ind_wt	April 2003		
hd19	2003/2004	Transport	Amount spent on fuel in past month	Original	Random adult	ind_wt	April 2003		
hd20	1999/2000	Transport	Any bicycles for use by adults in the household	Original	Household	la_wt	February 1999		
hd21	1999/2000	Transport	Time it would take to walk to nearest bus stop	Original	Household	la_wt	February 1999		
hd7	1999/2000	Transport	Whether any motor vehicles normally available for private use	Original	Household	la_wt	February 1999		
hd8	1999/2000	Transport	Number of motor vehicles available	Original	Household	la_wt	February 1999		
he10	1999/2000	Transport	How does the random schoolchild usually travel to school?	Original	Household	la_wt	February 1999		
he15	1999/2000	Transport	Would it be possible for schoolchild to use public transport for school	Original	Household	la_wt	February 1999		
lic_dis	1999/2000	Transport	People aged 16 plus disqualified from driving	Derived	Household	la_wt	February 1999	April 2003	
lic_full	1999/2000	Transport	People aged 16 plus with a full driving licence	Derived	Household	la_wt	February 1999	April 2003	
lic_nev	1999/2000	Transport	People aged 16 plus with no licence	Derived	Household	la_wt	February 1999	April 2003	
lic_prov	1999/2000	Transport	People aged 16 plus with a provisional driving licence	Derived	Household	la_wt	February 1999	April 2003	
lic_sus	1999/2000	Transport	People aged 16 plus suspended from driving (medical)	Derived	Household	la_wt	February 1999	April 2003	
licence	1999/2000	Transport	Whether random adult has a driving licence	Derived	Random adult	ind_wt	February 1999		From April 2003 original variable for RA
modeca	2003/2004	Transport	Ease of no car for - small shopping	Original	Random adult	ind_wt	April 2003		
modecb	2003/2004	Transport	Ease of no car for - supermarket shopping	Original	Random adult	ind_wt	April 2003		
modecc	2003/2004	Transport	Ease of no car for - town shopping	Original	Random adult	ind_wt	April 2003		
modecd	2003/2004	Transport	Ease of no car for - evening leisure	Original	Random adult	ind_wt	April 2003		
modece	2003/2004	Transport	Ease of no car for - visit friends / relatives	Original	Random adult	ind_wt	April 2003		
modecf	2003/2004	Transport	Ease of no car for - GP	Original	Random adult	ind_wt	April 2003		
modecg	2003/2004	Transport	Ease of no car for - library	Original	Random adult	ind_wt	April 2003		
modedifa	2003/2004	Transport	Changed job	Original	Random adult	ind_wt	April 2003		
modedifb	2003/2004	Transport	Moved home	Original	Random adult	ind_wt	April 2003		
modedifc	2003/2004	Transport	Employer re-located	Original	Random adult	ind_wt	April 2003		
modedifd	2003/2004	Transport	Bought a car	Original	Random adult	ind_wt	April 2003		
modedife	2003/2004	Transport	Sold car	Original	Random adult	ind_wt	April 2003		
modediff	2003/2004	Transport	Lost licence	Original	Random adult	ind_wt	April 2003		
modedifg	2003/2004	Transport	Public transport service added	Original	Random adult	ind_wt	April 2003		
modedifh	2003/2004	Transport	Public transport service withdrawn	Original	Random adult	ind_wt	April 2003		
modedifi	2003/2004	Transport	Changed working hours	Original	Random adult	ind_wt	April 2003		
modedifj	2003/2004	Transport	Other	Original	Random adult	ind_wt	April 2003		
modedifk	2003/2004	Transport	Cheaper	Original	Random adult	ind_wt	April 2003		
modedifl	2003/2004	Transport	Childcare/caring responsibilities	Original	Random adult	ind_wt	April 2003		
modedifm	2003/2004	Transport	Convenience	Original	Random adult	ind_wt	April 2003		
modedifn	2003/2004	Transport	Health/fitness/enjoyment	Original	Random adult	ind_wt	April 2003		
modedifo	2003/2004	Transport	Traffic/congestion	Original	Random adult	ind_wt	April 2003		
modeshft	2003/2004	Transport	Ease of possible modal shift	Original	Random adult	ind_wt	April 2003		
modeyr	2003/2004	Transport	Usual travel to work one year ago	Original	Random adult	ind_wt	April 2003		
numcars	1999/2000	Transport	Number of cars household has access to	Derived	Household	la_wt	February 1999		
numveh	1999/2000	Transport	Number of motor vehicles household has access to	Derived	Household	la_wt	February 1999		
pass_co	1999/2000	Transport	People with a bus/rail company pass	Derived	Household	la_wt	February 1999		
pass_la	1999/2000	Transport	People with a LA/SPTE concessionary pass	Derived	Household	la_wt	February 1999		
pass_oth	1999/2000	Transport	People with another concessionary fare pass	Derived	Household	la_wt	February 1999		
passnone	1999/2000	Transport	People with no concessionary fare pass	Derived	Household	la_wt	February 1999		
passrail	1999/2000	Transport	People with a railcard	Derived	Household	la_wt	February 1999		
ptplana	2003/2004	Transport	Asked a friend	Original	Random adult	ind_wt	April 2003		
ptplanb	2003/2004	Transport	Telephoned Traveline	Original	Random adult	ind_wt	April 2003		
ptplanc	2003/2004	Transport	Timetable delivered through your door/picked up at stations	Original	Random adult	ind_wt	April 2003		
ptpland	2003/2004	Transport	Timetable displayed at stations and stops	Original	Random adult	ind_wt	April 2003		
ptplane	2003/2004	Transport	Contacted the venue/attraction you are visiting	Original	Random adult	ind_wt	April 2003		
ptplanf	2003/2004	Transport	Used Transport Direct internet portal	Original	Random adult	ind_wt	April 2003		
ptplang	2003/2004	Transport	Teletext/Ceefax	Original	Random adult	ind_wt	April 2003		
ptplanh	2003/2004	Transport	Digital TV interactive services	Original	Random adult	ind_wt	April 2003		
ptplani	2003/2004	Transport	Electronic kiosks/terminals	Original	Random adult	ind_wt	April 2003		

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ptplanj	2003/2004	Transport	Internet access	Original	Random adult	ind_wt	April 2003		
ptplank	2003/2004	Transport	None - someone else finds out for me	Original	Random adult	ind_wt	April 2003		
ptplanl	2003/2004	Transport	Haven't made journeys by bus, train or underground	Original	Random adult	ind_wt	April 2003		
ptplanm	2003/2004	Transport	Other	Original	Random adult	ind_wt	April 2003		
rb4xa	2001/2002	Transport	Frequency of travel by bus in evening	Original	Random adult	ind_wt	January 2001	December 2002	
rb4xb	2001/2002	Transport	Frequency of walking in neighbourhood in evening	Original	Random adult	ind_wt	January 2001	December 2002	
rb4xc	2001/2002	Transport	Frequency of travel by train in evening	Original	Random adult	ind_wt	January 2001	December 2002	
rb4ya	2001/2002	Transport	Safety from crime - travel by bus in evening	Original	Random adult	ind_wt	January 2001	December 2002	
rb4yb	2001/2002	Transport	Safety from crime - walking in neighbourhood in evening	Original	Random adult	ind_wt	January 2001	December 2001	Links to RB4za from Jan 2002
rb4yc	2001/2002	Transport	Safety from crime - travel by train in evening	Original	Random adult	ind_wt	January 2001	December 2002	
rd3	1999/2000	Transport	How random adult usually travels to work/education	Original	Random adult	ind_wt	February 1999		
rd4	1999/2000	Transport	Type of car or van usually travel to work/education in	Original	Random adult	ind_wt	February 1999		
rd6a	1999/2000	Transport	RD6 Close, nearby, not far away	Original	Random adult	ind_wt	February 1999		
rd6b	1999/2000	Transport	RD6 Most convenient	Original	Random adult	ind_wt	February 1999		
rd6c	1999/2000	Transport	RD6 Travel with friends	Original	Random adult	ind_wt	February 1999		
rd6d	1999/2000	Transport	RD6 Safest method	Original	Random adult	ind_wt	February 1999		
rd6e	1999/2000	Transport	RD6 Quickest method	Original	Random adult	ind_wt	February 1999		
rd6f	1999/2000	Transport	RD6 Only method available	Original	Random adult	ind_wt	February 1999		
rd6g	1999/2000	Transport	RD6 Too far to walk	Original	Random adult	ind_wt	February 1999		
rd6h	1999/2000	Transport	RD6 No public transport	Original	Random adult	ind_wt	February 1999		
rd6i	1999/2000	Transport	RD6 Public transport unavailable (eg too infrequent)	Original	Random adult	ind_wt	February 1999		
rd6j	1999/2000	Transport	RD6 Good exercise,fresh air	Original	Random adult	ind_wt	February 1999		
rd6k	1999/2000	Transport	RD6 No car, transport	Original	Random adult	ind_wt	February 1999		
rd6l	1999/2000	Transport	RD6 Cheapest method	Original	Random adult	ind_wt	February 1999		
rd6m	1999/2000	Transport	RD6 Need car at work	Original	Random adult	ind_wt	February 1999		
rd6n	1999/2000	Transport	RD6 Work patterns (eg shifts,unsociable hours,start early etc	Original	Random adult	ind_wt	February 1999		
rd6o	1999/2000	Transport	RD6 Others	Original	Random adult	ind_wt	February 1999		
rd6p	1999/2000	Transport	RD6 Laziness	Original	Random adult	ind_wt	February 1999		
rd6q	1999/2000	Transport	RD6 Distance	Original	Random adult	ind_wt	February 1999		
rd6r	1999/2000	Transport	RD6 Too much to carry	Original	Random adult	ind_wt	February 1999		
rd6s	1999/2000	Transport	RD6 Parking problems	Original	Random adult	ind_wt	February 1999		
rd6t	1999/2000	Transport	RD6 Supplied by employer,company car	Original	Random adult	ind_wt	February 1999		
rd6u	1999/2000	Transport	RD6 Drop children off first at child minder,nursery,school	Original	Random adult	ind_wt	February 1999		
rd6v	1999/2000	Transport	RD6 Better for the environment	Original	Random adult	ind_wt	February 1999		
rd6w	1999/2000	Transport	RD6 Health reasons	Original	Random adult	ind_wt	February 1999		
rd6x	1999/2000	Transport	RD6 Avoid congestion/traffic	Original	Random adult	ind_wt	February 1999		
rd7	1999/2000	Transport	Whether possible to use public transport for travel to or from work,school,college,university?	Original	Random adult	ind_wt	February 1999		
rd8main	2003/2004	Transport	RD8 Main reason for not using public transport	Original	Random adult	ind_wt	April 2003		
rd8a	1999/2000	Transport	RD8 Takes too long	Original	Random adult	ind_wt	February 1999		
rd8b	1999/2000	Transport	RD8 Inconvenient	Original	Random adult	ind_wt	February 1999		
rd8c	1999/2000	Transport	RD8 No direct route	Original	Random adult	ind_wt	February 1999		
rd8d	1999/2000	Transport	RD8 Use my own car	Original	Random adult	ind_wt	February 1999		
rd8e	1999/2000	Transport	RD8 Need a car for,at work	Original	Random adult	ind_wt	February 1999		
rd8f	1999/2000	Transport	RD8 Cost	Original	Random adult	ind_wt	February 1999		
rd8g	1999/2000	Transport	RD8 Work unsocial,unusual hours	Original	Random adult	ind_wt	February 1999		
rd8h	1999/2000	Transport	RD8 Public transport unreliable	Original	Random adult	ind_wt	February 1999		
rd8i	1999/2000	Transport	RD8 Lack of service	Original	Random adult	ind_wt	February 1999		
rd8j	1999/2000	Transport	RD8 Too infrequent	Original	Random adult	ind_wt	February 1999		
rd8k	1999/2000	Transport	RD8 Health reasons	Original	Random adult	ind_wt	February 1999		
rd8l	1999/2000	Transport	RD8 Difficult access,on-off steps	Original	Random adult	ind_wt	February 1999		
rd8m	1999/2000	Transport	RD8 Too much to carry,awkward	Original	Random adult	ind_wt	February 1999		
rd8n	1999/2000	Transport	RD8 Uncomfortable	Original	Random adult	ind_wt	February 1999		
rd8o	1999/2000	Transport	RD8 Others	Original	Random adult	ind_wt	February 1999		
rd8p	1999/2000	Transport	RD8 No need	Original	Random adult	ind_wt	February 1999		
rd8q	1999/2000	Transport	RD8 Prefer to walk	Original	Random adult	ind_wt	February 1999		
rd8r	1999/2000	Transport	RD8 Dislike waiting about	Original	Random adult	ind_wt	February 1999		
rd8s	1999/2000	Transport	RD8 Long walk to bus stop	Original	Random adult	ind_wt	February 1999		
rd8t	1999/2000	Transport	RD8 Live centrally	Original	Random adult	ind_wt	February 1999		
rd8u	1999/2000	Transport	RD8 Nothing ,none	Original	Random adult	ind_wt	February 1999		
rd8v	1999/2000	Transport	RD8 Other choices, taxis, underground, train	Original	Random adult	ind_wt	February 1999		
rd8w	1999/2000	Transport	RD8 Do use, use as often as need to	Original	Random adult	ind_wt	February 1999		
rd8x	1999/2000	Transport	RD8 Smoking policy	Original	Random adult	ind_wt	February 1999		
rd8y	1999/2000	Transport	RD8 Dirty, filthy	Original	Random adult	ind_wt	February 1999		
rd8z	1999/2000	Transport	RD8 Given lifts	Original	Random adult	ind_wt	February 1999		
rd8aa	1999/2000	Transport	RD8 Too crowded	Original	Random adult	ind_wt	February 1999		
rd8ab	1999/2000	Transport	RD8 Don't feel safe,nervous	Original	Random adult	ind_wt	February 1999		
rd8ac	1999/2000	Transport	RD8 Laziness	Original	Random adult	ind_wt	February 1999		
rd8ad	1999/2000	Transport	RD8 Collect/drop off children on the way	Original	Random adult	ind_wt	February 1999		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
rd9a	1999/2000	Transport	RD9 Takes too long	Original	Random adult	ind_wt	February 1999		
rd9b	1999/2000	Transport	RD9 Inconvenient	Original	Random adult	ind_wt	February 1999		
rd9c	1999/2000	Transport	RD9 No direct route	Original	Random adult	ind_wt	February 1999		
rd9d	1999/2000	Transport	RD9 Use my own car	Original	Random adult	ind_wt	February 1999		
rd9e	1999/2000	Transport	RD9 Need a car for,at work	Original	Random adult	ind_wt	February 1999		
rd9f	1999/2000	Transport	RD9 Cost	Original	Random adult	ind_wt	February 1999		
rd9g	1999/2000	Transport	RD9 Work unsocial,unusual hours	Original	Random adult	ind_wt	February 1999		
rd9h	1999/2000	Transport	RD9 Public transport unreliable	Original	Random adult	ind_wt	February 1999		
rd9i	1999/2000	Transport	RD9 Lack of service	Original	Random adult	ind_wt	February 1999		
rd9j	1999/2000	Transport	RD9 Too infrequent	Original	Random adult	ind_wt	February 1999		
rd9k	1999/2000	Transport	RD9 Health reasons	Original	Random adult	ind_wt	February 1999		
rd9l	1999/2000	Transport	RD9 Difficult access,on-off steps	Original	Random adult	ind_wt	February 1999		
rd9m	1999/2000	Transport	RD9 Too much to carry,awkward	Original	Random adult	ind_wt	February 1999		
rd9n	1999/2000	Transport	RD9 Uncomfortable	Original	Random adult	ind_wt	February 1999		
rd9o	1999/2000	Transport	RD9 Others	Original	Random adult	ind_wt	February 1999		
rd9p	1999/2000	Transport	RD9 No need	Original	Random adult	ind_wt	February 1999		
rd9q	1999/2000	Transport	RD9 Prefer to walk	Original	Random adult	ind_wt	February 1999		
rd9r	1999/2000	Transport	RD9 Dislike waiting about	Original	Random adult	ind_wt	February 1999		
rd9s	1999/2000	Transport	RD9 Long walk to bus stop	Original	Random adult	ind_wt	February 1999		
rd9t	1999/2000	Transport	RD9 Lives centrally,within walking distance	Original	Random adult	ind_wt	February 1999		
rd9u	1999/2000	Transport	RD9 Nothing,none	Original	Random adult	ind_wt	February 1999		
rd9w	1999/2000	Transport	RD9 Do use, use as often as need to	Original	Random adult	ind_wt	February 1999		
rd9y	1999/2000	Transport	RD9 Dirty, filthy	Original	Random adult	ind_wt	February 1999		
rd9z	1999/2000	Transport	RD9 Given lifts	Original	Random adult	ind_wt	February 1999		
rd9ab	1999/2000	Transport	RD9 Don't feel safe,nervous	Original	Random adult	ind_wt	February 1999		
rd9ad	1999/2000	Transport	RD9 Collect/drop off children on the way	Original	Random adult	ind_wt	February 1999		
re10c	1999/2000	Transport	RE10 No car	Original	Random adult	ind_wt	July 1999		
re10a	1999/2000	Transport	RE10 Never learnt to drive, never driven	Original	Random adult	ind_wt	July 1999		
re10b	1999/2000	Transport	RE10 Don't hold a licence	Original	Random adult	ind_wt	July 1999		
re10d	1999/2000	Transport	RE10 Can't afford a car	Original	Random adult	ind_wt	July 1999		
re10e	1999/2000	Transport	RE10 Too expensive	Original	Random adult	ind_wt	July 1999		
re10f	1999/2000	Transport	RE10 Too nervous	Original	Random adult	ind_wt	July 1999		
re10g	1999/2000	Transport	RE10 Lack of confidence	Original	Random adult	ind_wt	July 1999		
re10h	1999/2000	Transport	RE10 No interest, never wanted to drive	Original	Random adult	ind_wt	July 1999		
re10i	1999/2000	Transport	RE10 Prefer to walk	Original	Random adult	ind_wt	July 1999		
re10j	1999/2000	Transport	RE10 Too young	Original	Random adult	ind_wt	July 1999		
re10k	1999/2000	Transport	RE10 Too old	Original	Random adult	ind_wt	July 1999		
re10l	1999/2000	Transport	RE10 Health problems	Original	Random adult	ind_wt	July 1999		
re10m	1999/2000	Transport	RE10 Blind	Original	Random adult	ind_wt	July 1999		
re10n	1999/2000	Transport	RE10 Eye problems, glaucoma, cateracts	Original	Random adult	ind_wt	July 1999		
re10o	1999/2000	Transport	RE10 Congestion on roads,too much traffic	Original	Random adult	ind_wt	July 1999		
re10p	1999/2000	Transport	RE10 Can't afford driving lessons	Original	Random adult	ind_wt	July 1999		
re10q	1999/2000	Transport	RE10 Lack of road sense	Original	Random adult	ind_wt	July 1999		
re10r	1999/2000	Transport	RE10 Disabled	Original	Random adult	ind_wt	July 1999		
re10t	1999/2000	Transport	RE10 Others	Original	Random adult	ind_wt	July 1999		
re10u	1999/2000	Transport	RE10 No particular reason	Original	Random adult	ind_wt	July 1999		
re10b2	2001/2002	Transport	Frequency of using local bus service	Original	Random adult	ind_wt	January 2002		
re10c2a	2001/2002	Transport	Agreement - buses are on time	Original	Random adult	ind_wt	January 2002		
re10c2b	2001/2002	Transport	Agreement - buses are frequent	Original	Random adult	ind_wt	January 2002		
re10c2c	2001/2002	Transport	Agreement - service runs when I need it	Original	Random adult	ind_wt	January 2002		
re10c2d	2001/2002	Transport	Agreement - service is stable and isn	Original	Random adult	ind_wt	January 2002		
re10c2e	2001/2002	Transport	Agreement - buses are clean	Original	Random adult	ind_wt	January 2002		
re10c2f	2001/2002	Transport	Agreement - buses are comfortable	Original	Random adult	ind_wt	January 2002		
re10c2g	2001/2002	Transport	Agreement - feels personally safe and secure on the bus	Original	Random adult	ind_wt	January 2002		
re10c2h	2001/2002	Transport	Agreement - simple deciding the type of ticket I need	Original	Random adult	ind_wt	January 2002		
re10c2i	2001/2002	Transport	Agreement - finding out about routes and times is easy	Original	Random adult	ind_wt	January 2002		
re10c2j	2001/2002	Transport	Agreement - easy changing from buses to other forms of transport	Original	Random adult	ind_wt	January 2002		
re10c2k	2001/2002	Transport	Agreement - fares are good value	Original	Random adult	ind_wt	January 2002		
re10d2	2001/2002	Transport	Frequency of using local train service	Original	Random adult	ind_wt	January 2002		
re10e2a	2001/2002	Transport	Agreement - trains are on time	Original	Random adult	ind_wt	January 2002		
re10e2b	2001/2002	Transport	Agreement - trains are frequent	Original	Random adult	ind_wt	January 2002		
re10e2c	2001/2002	Transport	Agreement - service runs when I need it	Original	Random adult	ind_wt	January 2002		
re10e2d	1999/2000	Transport	Agreement - service is stable and isn	Original	Random adult	ind_wt	January 2002		
re10e2e	1999/2000	Transport	Agreement - trains are clean	Original	Random adult	ind_wt	January 2002		
re10e2f	1999/2000	Transport	Agreement - trains are comfortable	Original	Random adult	ind_wt	January 2002		
re10e2g	1999/2000	Transport	Agreement - feels personally safe and secure on the train	Original	Random adult	ind_wt	January 2002		
re10e2h	1999/2000	Transport	Agreement - simple deciding the type of ticket I need	Original	Random adult	ind_wt	January 2002		
re10e2i	1999/2000	Transport	Agreement - finding out about routes and times is easy	Original	Random adult	ind_wt	January 2002		

Variable name	First data set	Analysis set	Variable label	Original/ Derived/ External	Who it relates to	Weighting	Question/ variable introduced	Question/ variable removed	Notes
re10e2j	1999/2000	Transport	Agreement - easy changing from trains to other forms of transport	Original	Random adult	ind_wt	January 2002		
re10e2k	1999/2000	Transport	Agreement - fares are good value	Original	Random adult	ind_wt	January 2002		
re12main	1999/2000	Transport	RE12 Main reason for not using buses (more)	Original	Random adult	ind_wt	April 2003		
re12a	1999/2000	Transport	RE12 Nothing discourages	Original	Random adult	ind_wt	July 1999		
re12aa	1999/2000	Transport	RE12 Given lifts	Original	Random adult	ind_wt	July 1999		
re12ab	1999/2000	Transport	RE12 Too crowded	Original	Random adult	ind_wt	July 1999		
re12ac	1999/2000	Transport	RE12 Don't feel safe,nervous	Original	Random adult	ind_wt	July 1999		
re12ad	1999/2000	Transport	RE12 Laziness	Original	Random adult	ind_wt	July 1999		
re12ae	1999/2000	Transport	RE12 No suitable bus service available	Original	Random adult	ind_wt	July 1999		
re12af	1999/2000	Transport	RE12 Don't know bus times/routes/fares	Original	Random adult	ind_wt	July 1999		
re12ag	1999/2000	Transport	RE12 Too dificult with small children/pushchairs	Original	Random adult	ind_wt	July 1999		
re12ah	1999/2000	Transport	RE12 Bus drivers rude/unhelpful/poor drivers	Original	Random adult	ind_wt	July 1999		
re12ai	1999/2000	Transport	RE12 Other passengers	Original	Random adult	ind_wt	July 1999		
re12b	1999/2000	Transport	RE12 Takes too long	Original	Random adult	ind_wt	July 1999		
re12c	1999/2000	Transport	RE12 Inconvenient	Original	Random adult	ind_wt	July 1999		
re12d	1999/2000	Transport	RE12 No direct route	Original	Random adult	ind_wt	July 1999		
re12e	1999/2000	Transport	RE12 Use my own car	Original	Random adult	ind_wt	July 1999		
re12f	1999/2000	Transport	RE12 Need a car for,at work	Original	Random adult	ind_wt	July 1999		
re12g	1999/2000	Transport	RE12 Cost	Original	Random adult	ind_wt	July 1999		
re12h	1999/2000	Transport	RE12 Work unsocial,unusual hours	Original	Random adult	ind_wt	July 1999		
re12i	1999/2000	Transport	RE12 Public transport unreliable	Original	Random adult	ind_wt	July 1999		
re12j	1999/2000	Transport	RE12 Lack of service	Original	Random adult	ind_wt	July 1999		
re12k	1999/2000	Transport	RE12 Too infrequent	Original	Random adult	ind_wt	July 1999		
re12l	1999/2000	Transport	RE12 Health reasons	Original	Random adult	ind_wt	July 1999		
re12m	1999/2000	Transport	RE12 Difficult access,on-off steps	Original	Random adult	ind_wt	July 1999		
re12n	1999/2000	Transport	RE12 Too much to carry,awkward	Original	Random adult	ind_wt	July 1999		
re12o	1999/2000	Transport	RE12 Uncomfortable	Original	Random adult	ind_wt	July 1999		
re12p	1999/2000	Transport	RE12 Others	Original	Random adult	ind_wt	July 1999		
re12q	1999/2000	Transport	RE12 No need	Original	Random adult	ind_wt	July 1999		
re12r	1999/2000	Transport	RE12 Prefer to walk	Original	Random adult	ind_wt	July 1999		
re12s	1999/2000	Transport	RE12 Dislike waiting about	Original	Random adult	ind_wt	July 1999		
re12t	1999/2000	Transport	RE12 Long walk to bus stop	Original	Random adult	ind_wt	July 1999		
re12u	1999/2000	Transport	RE12 Lives centrally,within walking distance	Original	Random adult	ind_wt	July 1999		
re12v	1999/2000	Transport	RE12 No reasons given	Original	Random adult	ind_wt	July 1999		
re12w	1999/2000	Transport	RE12 Other choices, taxis, underground, train	Original	Random adult	ind_wt	July 1999		
re12x	1999/2000	Transport	RE12 Do use, use as often as need to	Original	Random adult	ind_wt	July 1999		
re12y	1999/2000	Transport	RE12 Smoking policy	Original	Random adult	ind_wt	July 1999		
re12z	1999/2000	Transport	RE12 Dirty, filthy	Original	Random adult	ind_wt	July 1999		
workyr	1999/2000	Transport	Whether in employment or self-employment one year ago	Original	Random adult	ind_wt	April 2003		